



Tennis Activity Week

A Fun Tennis Based Week of Lessons
for Primary Schools



Introduction

Are you looking for a topical week with a difference for the summer term?

Inside this pack you will find a ready prepared Activity Week of cross-curricular lessons, on a tennis theme, aimed at Key Stage 2 (Scotland P4-P5). This has been trialled and tested by experienced teachers and promises to enthrall even the sternest OFSTED inspectors!

The week has been planned for use by Year 3 and 4 children, but can easily be extended and adapted for Year 5 and 6 classes.

The lessons include easy to use lesson plans, with worksheets and answers where appropriate, covering Literacy, Numeracy, Science, History, Geography, PHSE, Music, Art, DT and PE - many of these lessons incorporating ICT.

We have included a suggested timetable for the week which can be adapted as required.

HighLighTS of This ACTIViTy Week include

- An exciting introduction to the week in the form of an online interview with young professionals
- An easy to run daily skills challenge which encourages children to improve their personal performance
- Varied register time morning work on a tennis theme
- A group Design and Technology challenge
- Simple but effective clay artwork
- News of an inspiring, foolproof way to present and teach a tennis lesson using a DVD

All this as well as age appropriate, high quality lessons covering the primary curriculum.

All individual activities and worksheets included in this resource can also be downloaded from our website: www.schoolstennis.org

We hope you have a great week exploring the sport of tennis through this excellent resource made for teachers by teachers.



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TimeTable

There is flexibility to design your own timetable and deliver the activities included in this resource as you wish. However, we have provided an example timetable for a week, as a suggestion below.

	Monday	Tuesday	Wednesday	Thursday	Friday
Warm Up	Wimbledon Wordsearch	Designer Towel and Mug	Hawk Eye (Grid of Wimbledon)	Winning Words (Glossary)	Tennis Rectangles!! Investigation
Session 1	On the Line! (Literacy)	A Day in the Life of... (Literacy)	Tennis Skills Session (PE)	Players' Poetry (Literacy)	Team Talk (PHSE)
Session 2	Court in the Act! (Numeracy)	Brain Trained (Numeracy)	Game, Set and Match! (Literacy and Numeracy)	Tie Break Teasers (Numeracy)	The Truth is out There... (ICT)
Session 3	Tracking Rackets (History)	Court in Clay (Art)	Investigate the Rate! (Science)	Clever Cover-Up! (D.T.)	What's on the Menu? (Science)
Session 4	GRAND SLAM	CHALLENGES	INDIVIDUAL	SKILLS	SESSIONS
Session 5	Clever Cover-Up (D.T.)	Where in the World? (Geog)	What a Racket!! (Music)	Clever Cover-Up! (D.T.)	Game, Set and Match (Showcase of week's work)

Warm ups!

Self-explanatory, independent activities designed to start the day in a purposeful way while the register is being taken (approximately 15 minutes).



Grand SLam challenges

Individual skill sessions: A '15 minute start-to-finish brain break', where each day the children are taken outside or into a hall space, to try to beat their scores on the same physical activities. Only footwear would need to be changed for these sessions.



Friday Activities

If you have more than one class taking part in the week, this day would lend itself to a 'Roundabout' of Activities: Team Talk, The Truth is out There, What's on the Menu could be rotated. It would be a really good end to the week to give the children an opportunity to present some of their work to the rest of the school as a 'Showcase Assembly'!



WimbLeden WordsearCh



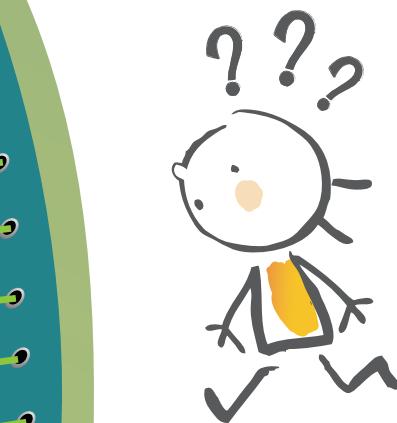
Warm Up 1

Name _____

Score _____

Firstly try to find as many tennis words in the wordsearch as you can (numbers 1 – 10). Score 1 point for each one. Then try to find the ten famous tennis players' surnames (11 -20). Score 2 points for each one of these you find.

1. ball
2. ace
3. volley
4. baseline
5. match
6. net
7. rally
8. court
9. deuce
10. lob
11. Rafael Nadal
12. Roger Federer
13. Novak Djokovic
14. Andy Murray
15. Nikolay Davydenko
16. Jelena Jankovic
17. Serena Williams
18. Ana Ivanovic
19. Dinara Safina
20. Laura Robson



How many
points out
of 30
did you score?

Designer Tennis Towel



Warm Up 2

Name _____

Design an exciting, amusing, upmarket, colourful tennis towel!
Be imaginative! You don't even need to make your towel rectangular.

A large, empty rectangular area with a thin black border and a thick blue border on the left side, intended for the student to draw their own tennis towel design.

Designer Tennis Mug



Warm Up 2

Name _____

Design a mug to give someone a taste of tennis!
E.g. balls, rackets, courts, strawberries, grass, etc.

A large, empty rectangular area with a light gray background, framed by a thick black border on the right and a thin blue border on the left, intended for students to draw their tennis mug designs.

Hawk Eye

Find your way around WimbLedon

Warm Up 3

Name _____

Using one of the maps of WimbLedon, answer the following questions:



1

Write the coordinates for:

Centre Court

Number 1 Court

The new Number 2 Court

The Millennium Building

2

Give directions from Gate 5 to Court Number 16:

.....
.....
.....
.....

3

Give directions from Henman Hill to the new Number 2 Court:

.....
.....
.....
.....

4

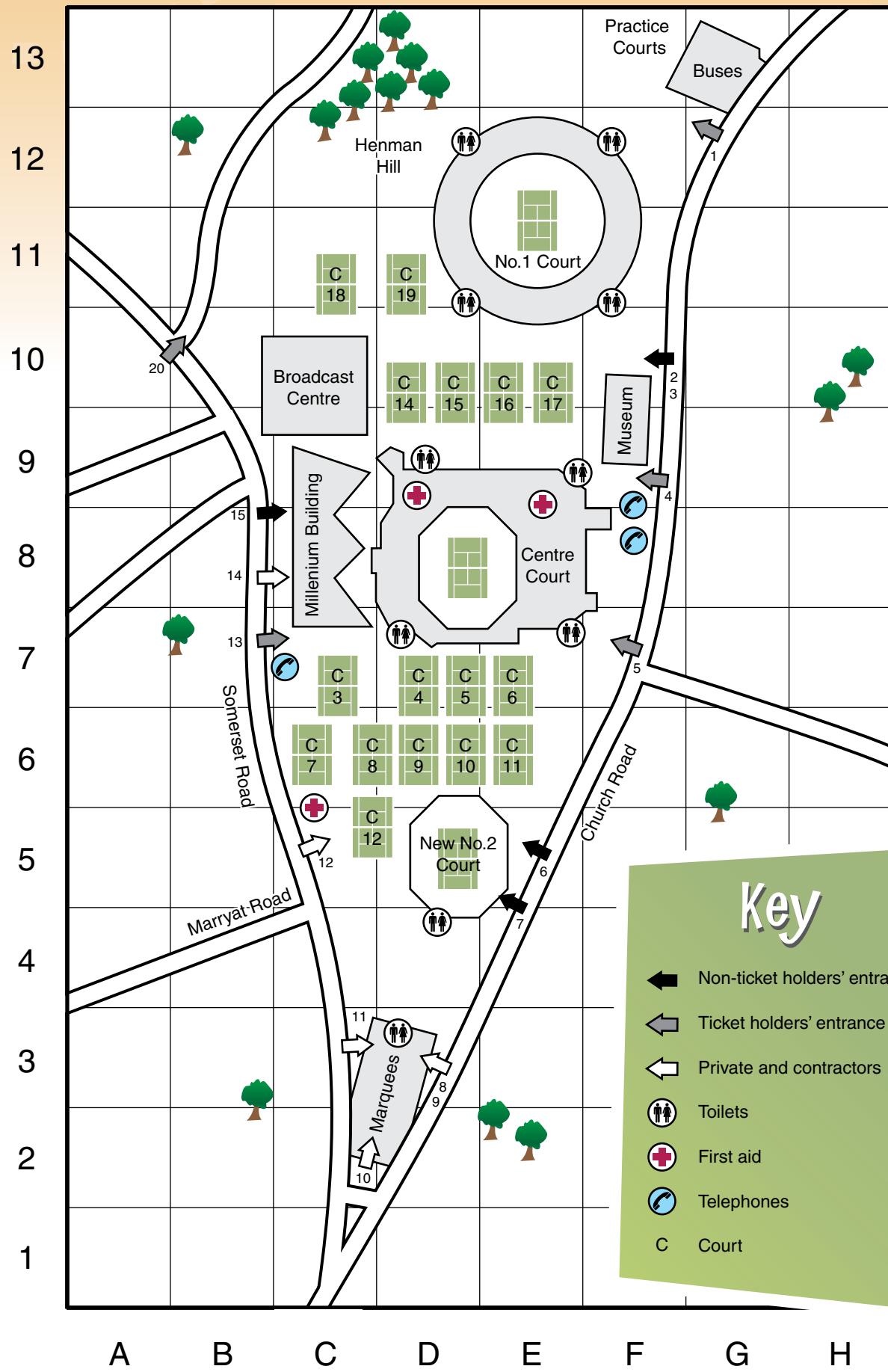
Where can you find the toilets? Give all the coordinates:

.....
.....
.....
.....

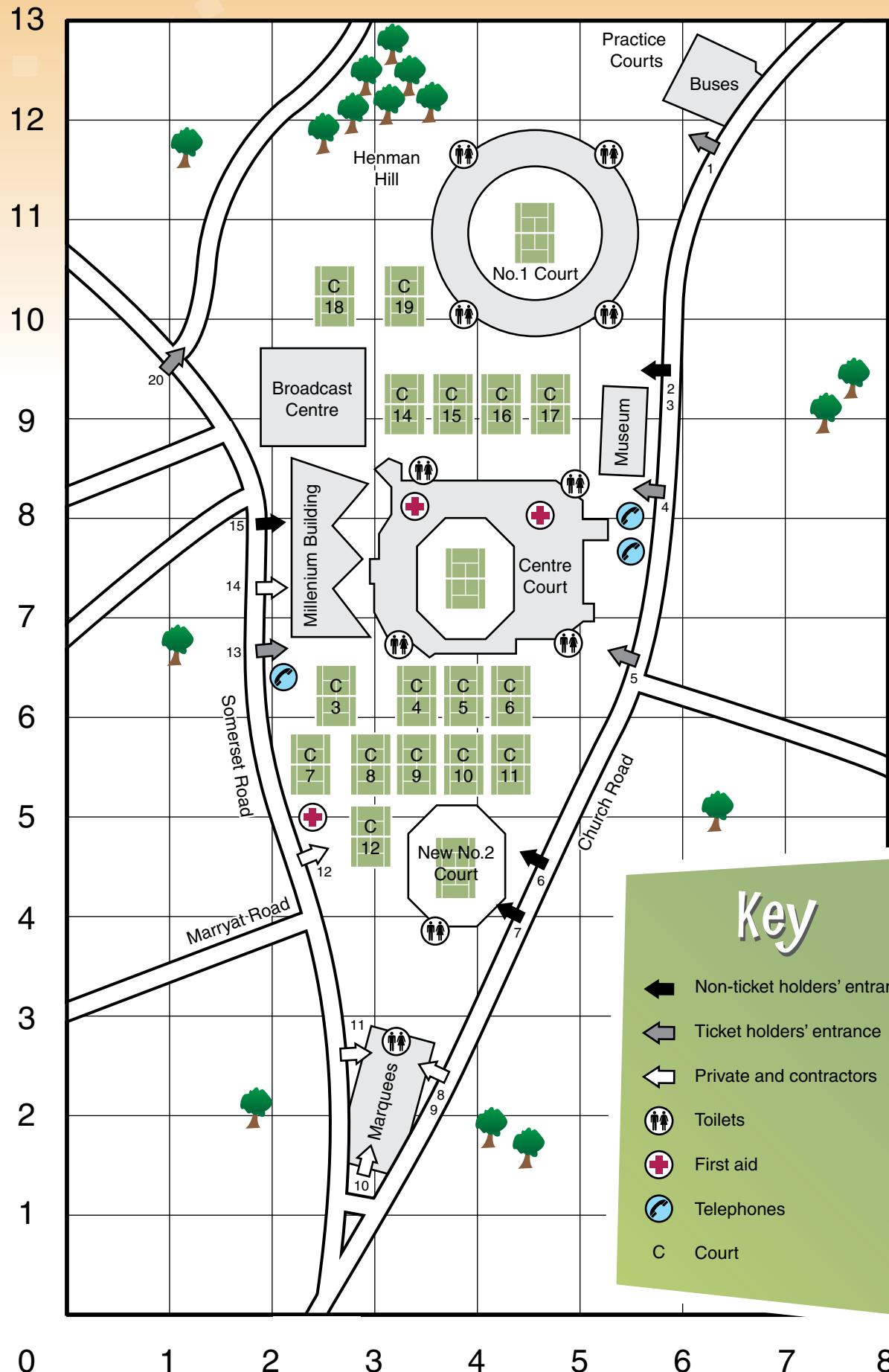
5

On the back of this page, write down a route in the grounds, for a visitor to Wimbledon to take. Try and help them to visit the most important parts.
Test it out on a friend.

The Grounds at Wimbledon: Map A



The Grounds at Wimbledon: Map B



Winning Words

Tennis Glossary

Warm Up 4

Name _____

Carefully read the tennis words and try to match them to the definitions. The first one has been done for you.

Umpire Equal score in the game after six points have been played.

Ball boys/girls A tennis teacher.

Serve The official who keeps the score and ensures that the rules are followed.

Rally The ball which is hit high into the air.

Tiebreak The act of striking the ball to start play.

Lob This means nothing (nil) to a tennis player.

Net Tennis played on smaller courts with shorter rackets and softer balls.

Deuce A winning serve that the opponent fails to even touch with their racket.

Love The strokes played before point is won.

Volley The name given to the shot played before the ball bounces.

Coach An obstacle that divides the court across its centre.

Ace A quick method of finishing a game when the score is 6-6.

Mini Tennis Boys or girls who collect the balls and give them to the players.

Winning Words

Tennis Glossary

Warm Up 4: Answers

Umpire	Equal score in the game after six points have been played.
Ball boys/girls	A tennis teacher.
Serve	The official who keeps the score and ensures that the rules are followed.
Rally	The ball which is hit high into the air.
Tiebreak	The act of striking the ball to start play.
Lob	This means nothing (nil) to a tennis player.
Net	Tennis played on smaller courts with shorter rackets and softer balls.
Deuce	A winning serve that the opponent fails to even touch with their racket.
Love	The strokes played before point is won.
Volley	The name given to the shot played before the ball bounces.
Coach	An obstacle that divides the court across its centre.
Ace	A quick method of finishing a game when the score is 6-6.
Mini Tennis	Boys or girls who collect the balls and give them to the players.

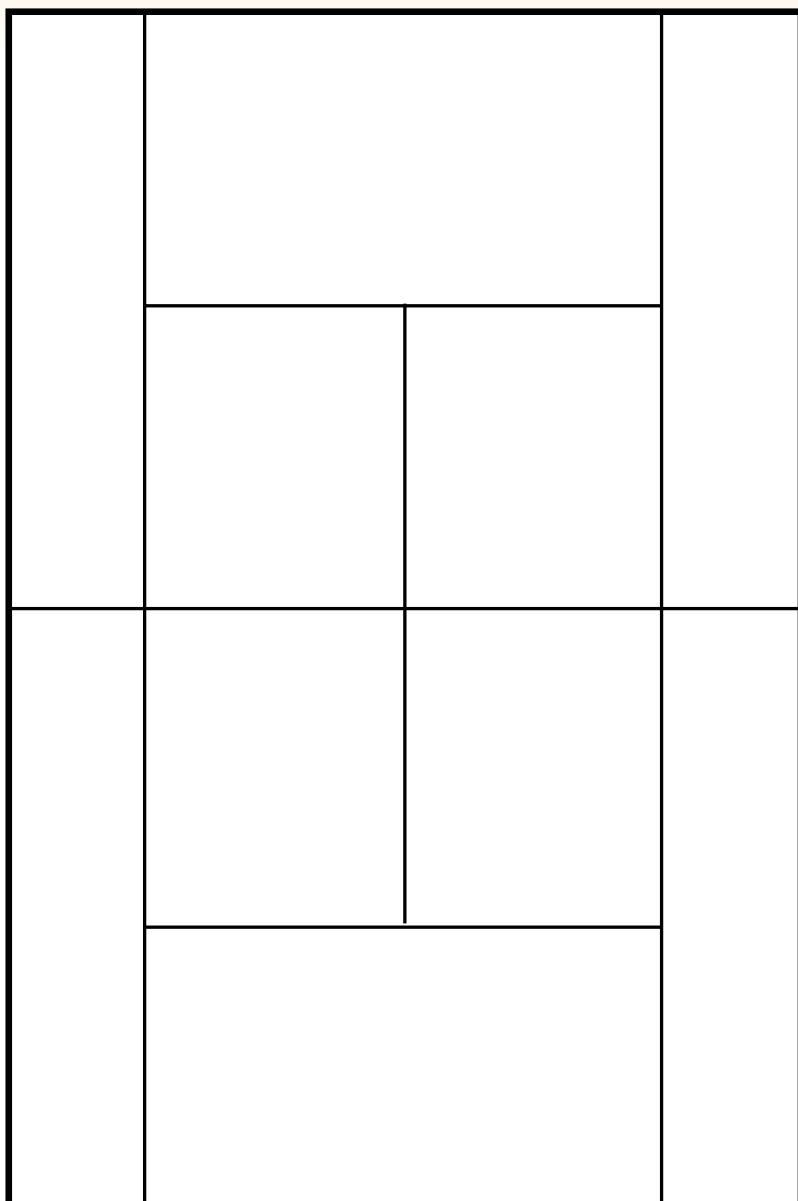
Rectangular Tennis Tennis Court Investigation

Warm Up 5

Name _____

Study the diagram of the tennis court.

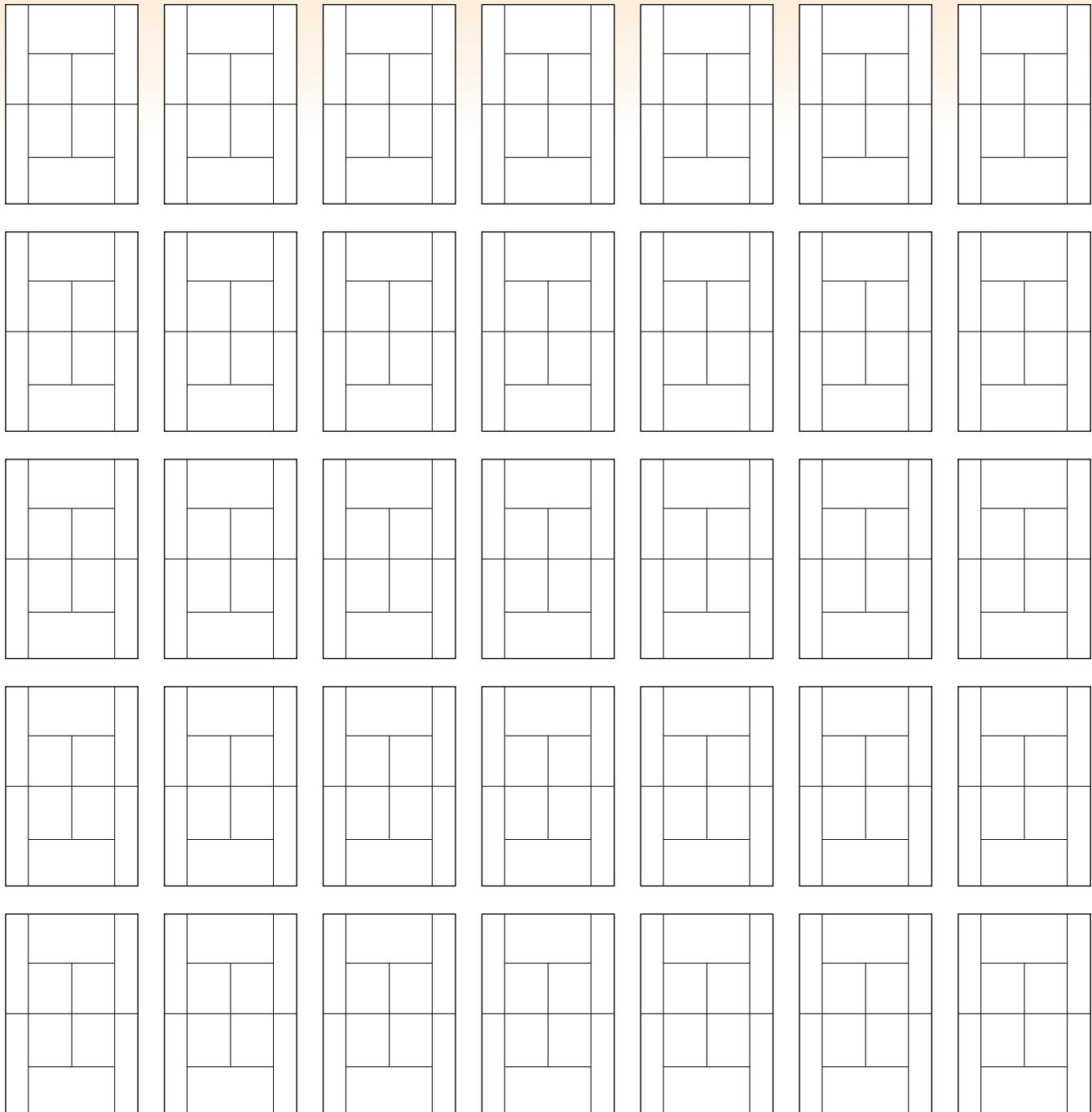
Your challenge is to count all the rectangles that make up the court. Try to find more than 30.



Rectangular Tennis Tennis Court Investigation

Warm Up 5

Name _____



Answer _____

Grand SLam challenges

Individual Skills Challenge



During the week, the children will have a chance to improve some of their tennis skills and fitness, on a daily basis.

This is intended to take a maximum of 15 minutes a day. Weather permitting, this session could take place on the playground or alternatively in the school hall.

You will need to divide the children into 5 equally sized groups (approximately 6 per group). The children in each group perform one of the activities simultaneously for the set time and then all groups rotate to the next activity and so on. They record their achievements as they move around to the next activity.

Alternatively, the children could monitor and count for a partner in their group and then swap over while they are monitored.

The children will complete five exercises in a circuit keeping their own scores on their own record card. Each exercise will last for 90 seconds.



Cone run – sprint to cone 4 metres away and back again.



Skipping – count jumps.



Racket bounce – bounce ball on flat racket face.

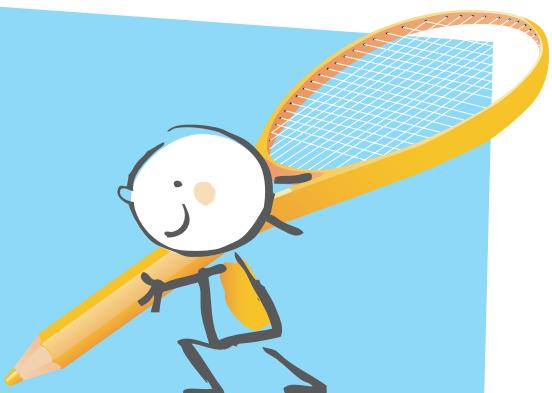


Target roll – roll ball towards a cone and score on each hit.



Throw and catch – against the wall or in the air. One point per successful catch.

Equipment



Grand SLam challEnges

Skills Record Card



Name _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Cone Run					
Skipping					
Racket Bounce					
Throw and Catch					
Target Roll					

Game, Set & match!

Numeracy & Literacy

Lesson Objectives

- To work together in a group on a team task.
- To be able to read and understand factual information.
- To develop speaking and listening skills.
- To present information in a clear, innovative way.

Explain to the children that they are going to help each other learn how to score in tennis. You will need to have cut up and separated the information sheet into 8 sections.

- Divide the class into small groups and present each group with a section of the following information. (Sections 6 and 7 are more suitable for less able children)
- Give them a short, set amount of time to work out an innovative way for their group to present their information! This could be as a TV-type report, a rap, a mime, a poem, a drama, in pictures, on a computer or interactive whiteboard or using a blackboard or traditional teaching method! etc.
- Bring the class back together and watch the various presentations in numerical order.
- If time allows each group should provide two or three questions to ask the rest of the class about their information.



Game, Set & match!

Information Sheet

Tennis has an unusual scoring system – points make games, games make sets and sets make a match. Let's look at how it all works:

① Points make Games

The first point in a game is called 15 and the next 30. So you'd think that the next point should be 45 - but it isn't, it's 40. And the score of a player who has not won any points is not 'nil' or 'zero', but 'love'. This is said to come from the French word l'oeuf, which means the egg and is shaped like a zero.

⑤ Tiebreak - instead of games To decide The Set

The first player to reach seven points, with two clear points wins the tiebreak and the set. If the score reaches six-points-all, the winner is the first player to win two points in a row.

② The Server's Score is always called first by The Umpire.

So if Player A is serving to Player B and Player B wins the point, the score is love-15. If Player A wins the next point the score is 15-all, and so on. The first player to win four points wins a game. So if a player wins four points straight their scoring will go 15-0, 30-0, 40-0 then game.

⑥ Sets make Matches

The first player to win two sets, wins the match, unless it is a Grand Slam tournament and the men have to win three sets. In this case the maximum number of sets in a match is five for men and three for women.

③ Deuce

However, if both players win three points each (i.e. 40-40) which is called deuce, then the winner is the first player to win two points in a row. The next point won is called 'advantage' followed by the name of the player. E.g. "Advantage Murray" If the player at advantage wins the point, they win the game. If they lose it, the score goes back to deuce.

⑦ Game, Set and Match

You might have heard the phrase: "Game, set and match" when a player wins the last point of a match. This is because the last point (called match point) makes enough points to win the game, which wins the set, which wins the match!

④ Games make Sets

The first player to win six games by two clear games wins a set. So, if the score becomes five-games-all the winning player could win the set 7-5 or 8-6 or 9-7 and so on. Nowadays to keep matches short, a tiebreak maybe played at 6 games all. A tiebreak has its own scoring system...



Court in The Act!

Lesson Objectives

- To revise rounding numbers.
- To measure accurately using metres and centimetres.
- To draw a diagram of a tennis court using a simple scale.

Show the children the diagram of a full tennis court with the dimensions recorded in metres.
Use Diagram A 'Actual Measurements' or http://en.wikipedia.org/wiki/File:Tennis_court_metric.svg

Activity 1

- Revise rounding numbers up and down to the nearest ten or hundred.
- Explain that the children are going to draw a full tennis court on the playground (or in the hall) and to make it easier, they are going to round the measurements to the nearest metre or half metre first.
- As a class or individually, round up or down the court measurements, filling in Diagram B of the worksheet (if your playground space is too small you could halve all of the measurements).
- Take suitable measuring equipment and chalk onto the playground and construct a life sized tennis court!

Activity 2

- Back in the classroom explain that the children are going to draw their own tennis court to scale.
- Using 1 centimetre to represent 1 metre, record the measurements, in centimetres, on Diagram C.
- Demonstrate to the children how to construct their tennis court accurately, to scale, on a sheet of A4 paper.

Activity 3

- Look together at the Key on Activity Sheet 3. This describes the positions of the different parts of the court. On their own drawings of a tennis court, colour the different areas/lines of the court and discuss their purpose.

Equipment

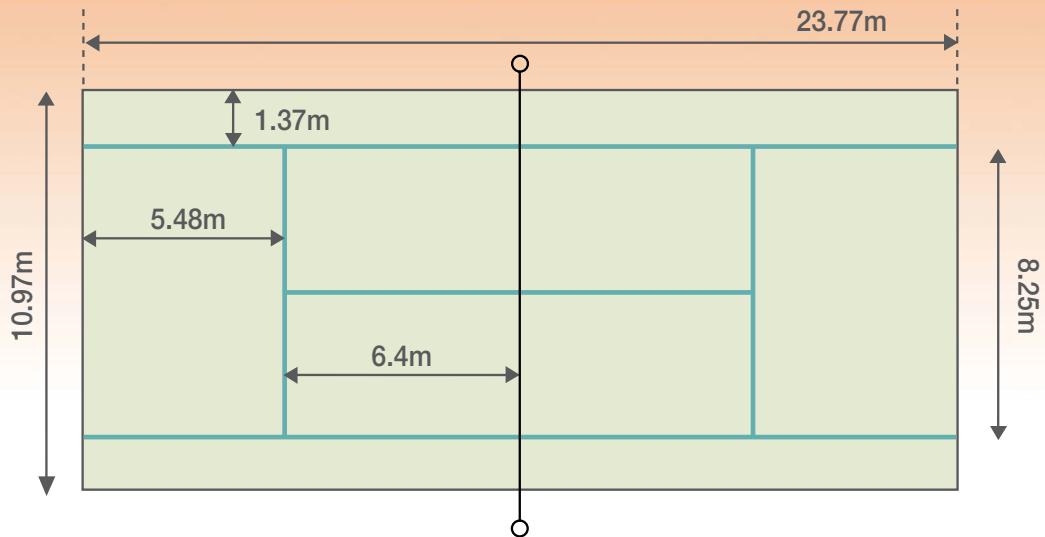
- Metre sticks, tape measures, trundle wheel, rulers.
- Chalk or masking tape.
- Sharp pencils.
- Worksheets and A4 or squared paper.



Court in The ACT!

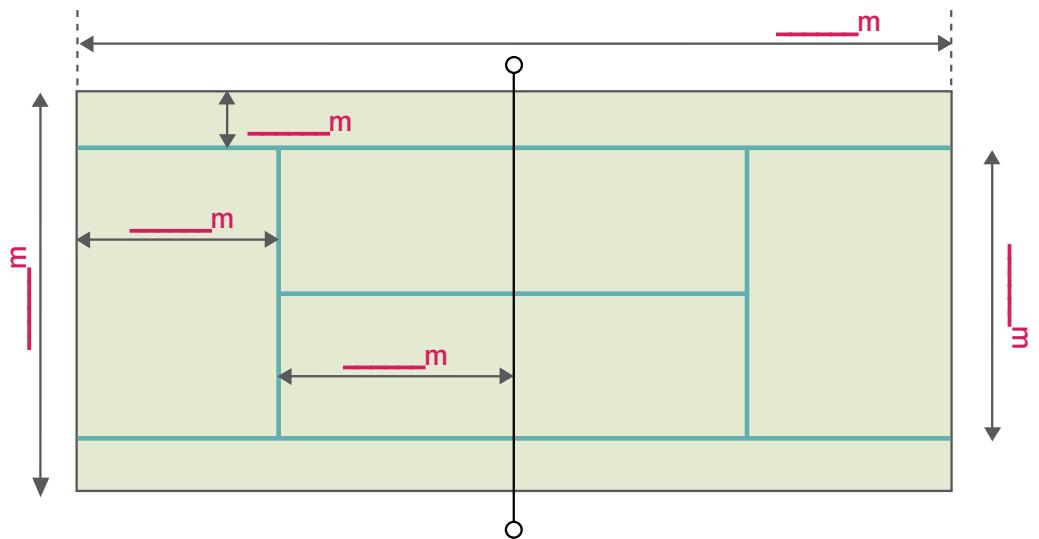
A

Actual Measurements



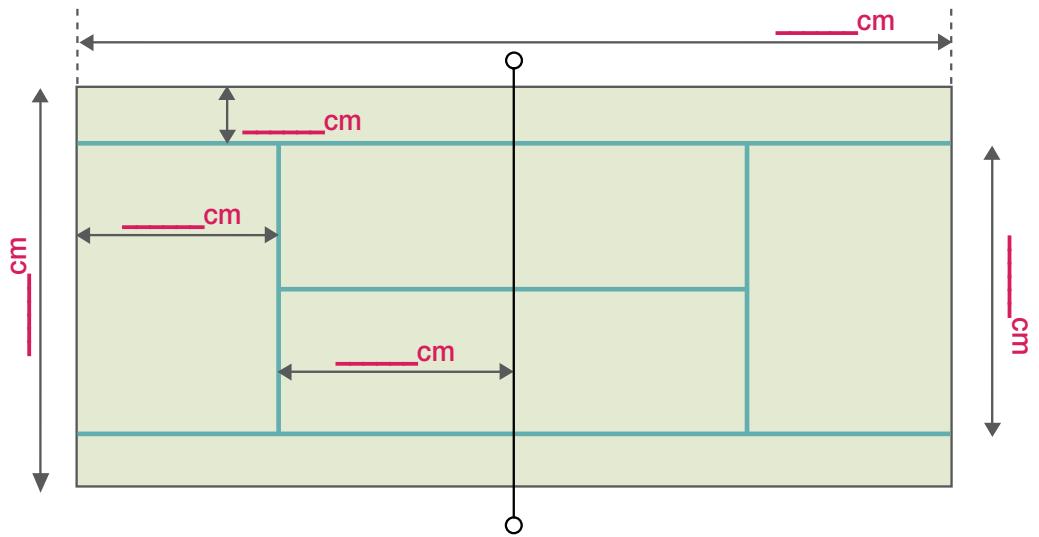
B

**Rounded Measurements
(Activity 1)**

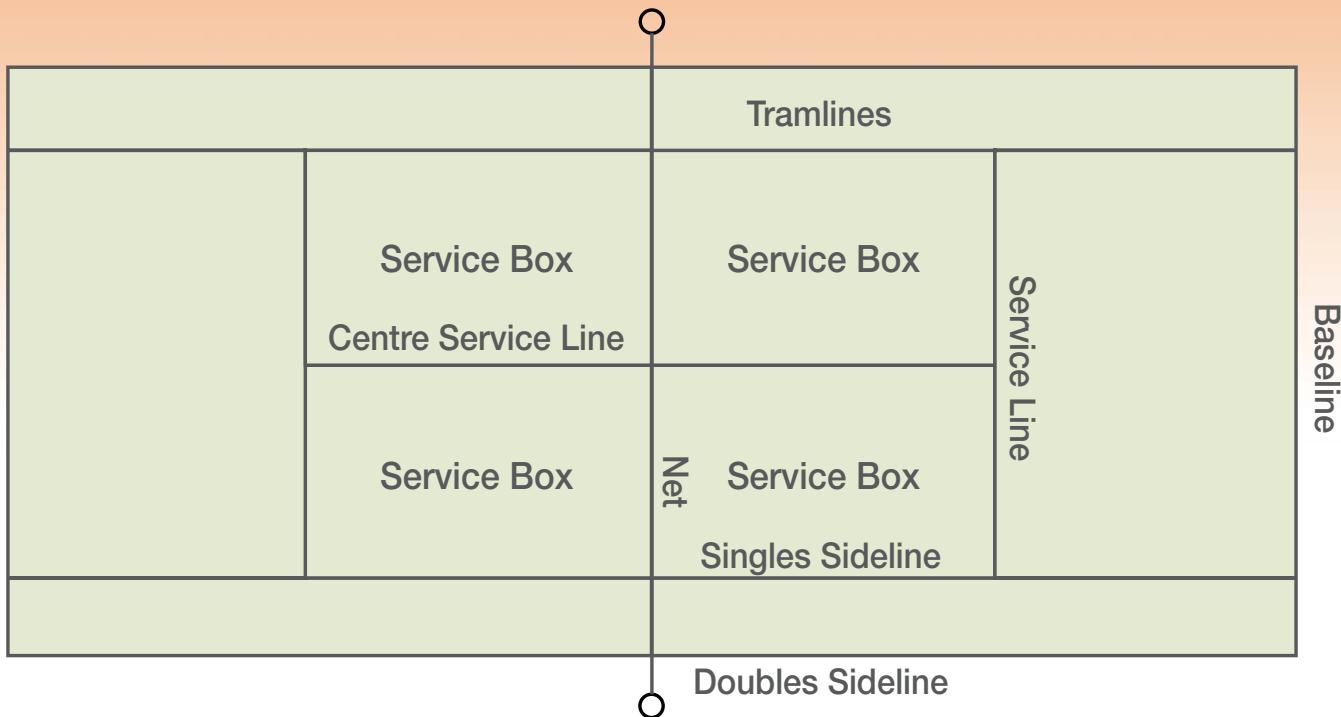


C

**Scaled Measurements
(Activity 2)**



Court in The ACT!



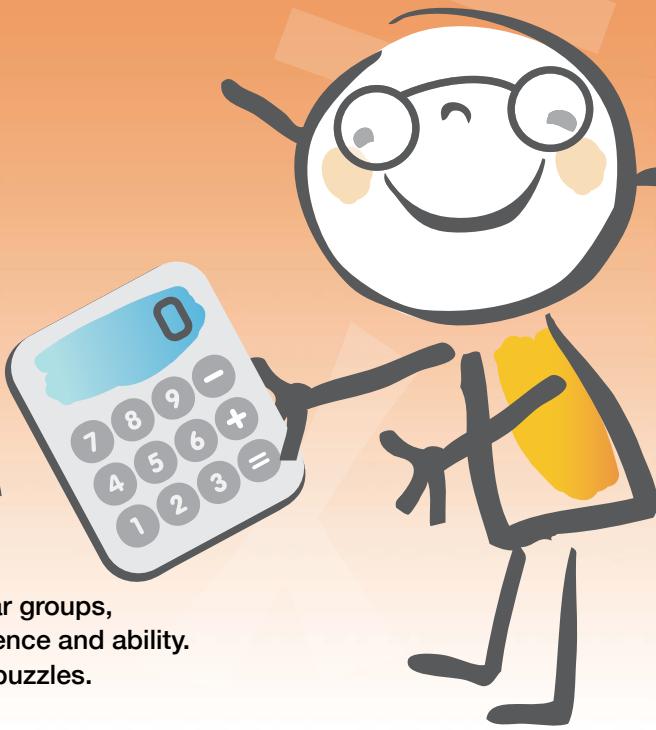
	Colour of the line or area on your court diagram	Name	
1		Baseline	The boundary line at either end of the court.
2		Service Line	The line across the middle of the court, marking the end of the service box.
3		Singles Sideline	The line which marks the edge of the singles court.
4		Doubles Sideline	The line which marks the edge of the doubles court. Beware – they are out for singles!
5		Tramlines	Area between the singles and the doubles sidelines; parallel lines that look like tramlines!
6		Service Box	Areas marked where the serve must land to be in.
7		Centre Service Line	The line which separates the service boxes, down the centre of the court.
8		Net	This separates the players' halves of the court.

Key to show lines and areas on a tennis court

On your diagram of a tennis court, mark the above lines and areas with crayon or felt tips to complete the key.

BRAIN TRAINED!

MATHS INVESTIGATIONS



There are three investigations / worksheets with suggested year groups, though of course this will depend on the children's past experience and ability. There are also some hints for helping the children to solve the puzzles.

Activity 1: Wimbledon Souvenirs

Suitable for Year 3 Children

Lesson Objectives

- To be able to solve mathematical puzzles or problems.
- To practice finding totals of money.
- To be able to work out which coins to pay.

Answers

Alice can use these coins to pay 45p:

- Nine 5p
- Seven 5p and one 10p
- Five 5p and two 10p
- Three 5p and three 10p
- One 5p and four 10p
- Five 5p and one 20p
- Three 5p, one 10p and one 20p
- One 5p, two 10p and one 20p
- One 5p and two 20p

There are thirteen different ways to pay 50p using only silver coins.

First add 5p to each of the ways for 45p. The other four possibilities are:

- Two 20p and one 10p
- One 20p and two 10p
- Five 10p
- One 50p

Helpful Hints

After allowing free investigation time, show the children how to set up a systematic list starting with similar coins, e.g. 5 pences and then add in higher amounts.

1. 5, 5, 5, 5, 5, 5, 5, 5, 5
2. 5, 5, 5, 5, 5, 5, 5, 10
3. 5, 5, 5, 5, 5, 10, 10, etc

Activity 2: Simon's Nightmare Week

Suitable for Year 4 Children

Lesson Objectives

- To be able to solve mathematical puzzles or problems.
- To practice adding 2 digit numbers.

Answers

Over the five days Simon won 8, 12, 16, 20 and 24 games. He won 84 games altogether.

Helpful Hints

Encourage methodical thinking.
Start by dividing to find the average numbers of games won each day:

16, 16, 16, 16, 16

Then focus on moving games to give a difference of 4 each day:

16, 16, 16, 16, 16

8, 12, 16, 20, 24

Activity 3: One Game ALL

Maths investigation suitable for more able mathematicians

Lesson Objectives

- To solve a problem by extracting and interpreting data.
- To explain methods and reasoning.

Answers

Aryan, Tim, Sophie and Sharhnee play tennis. Two boys can play. James won't play if Tim plays. So the two boys must be Aryan and James or Aryan and Tim.

Aryan will play only if Sophie plays. Sophie won't play with James. So the two boys are Aryan and Tim.

Tim will only play if Sharhnee plays. So the two girls are Sophie and Sharhnee.

Helpful Hints

It is very important to encourage logical thinking to solve this problem.

Eliminating the children who can't play, rather than pursuing those who can, leads you to the solution.

Wimbleton Souvenir Shopping

Alice bought a Wimbleton pencil and rubber set using only silver coins. It cost her 45p.

There are 9 different ways to pay 45p exactly using only silver coins. Find as many as you can.

.....
.....
.....

What if the set cost 50p? How many different ways are there to pay now?

.....
.....
.....



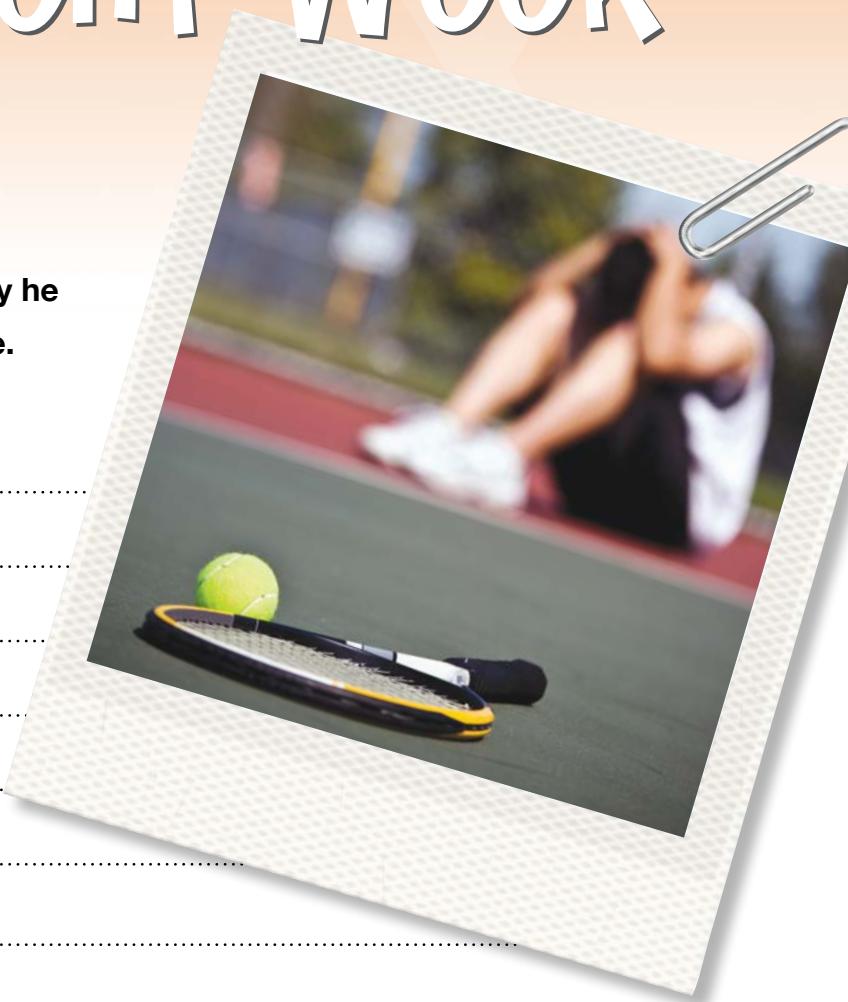
Simon's Nightmare Tournament Week

Simon was not on good form.

He played 80 games in 5 days. Each day he won 4 fewer games than the day before.

How many games did he win each day?

.....
.....
.....
.....
.....
.....
.....
.....



Simon went on winning 4 fewer games each day.

How many games did he win altogether?

.....
.....
.....
.....
.....
.....
.....
.....

One Game ALL



Two boys and two girls can play tennis.

Aryan said: "I will only play if Sophie plays."

Sophie said: "I won't play if James is playing."

James said: "I won't play if Tim or Abbie plays."

Tim said: "I will only play if Sharhnee plays."

Sharhnee said: "I don't mind who I play with!"

Which two boys and which two girls play tennis?

Tiebreak Teasers!

Tennis Maths Problems

Lesson Objectives

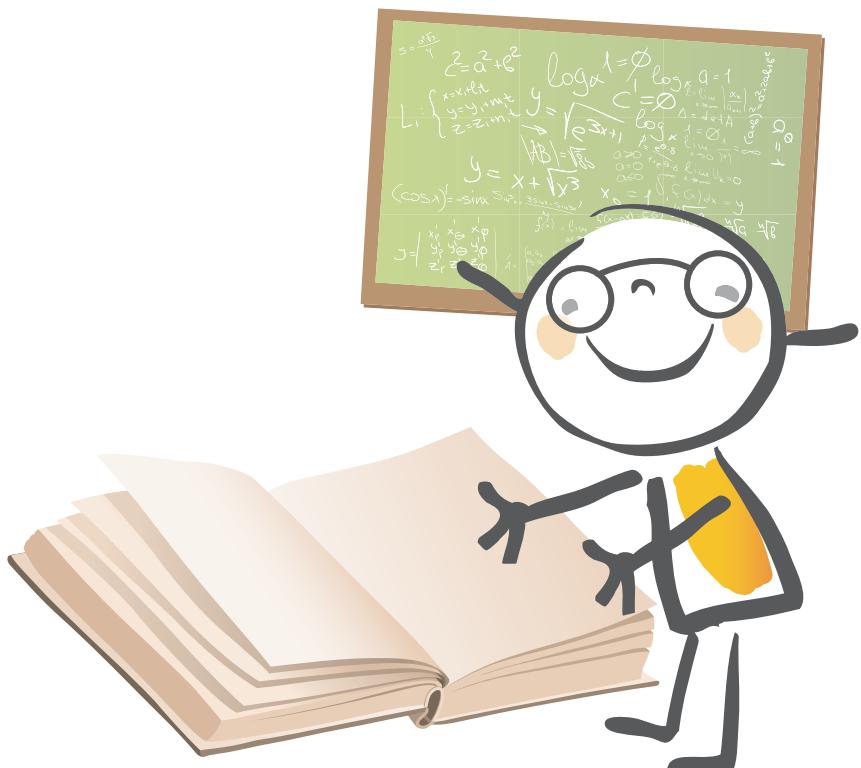
- To be able to solve one and two part word problems.

'Tiebreak Teasers' is a series of word problems where children have to use a variety of strategies to solve them. Calculators may be used.

They are written in progressive order of difficulty ranging from National Curriculum Levels 3 - 5.

Helpful Hints

- For some children it may be useful to work with a partner or in small groups, to solve these problems.
- Underlining or highlighting key words or information in the question can also help.
- Encourage the children to show ALL their working and to underline their final answers.



Tiebreak Teasers!

Tennis Maths Problems

My coach says I can have five pence for every ball that I collect.

1

After the training session, I picked up 14 balls on court one,
26 balls from court two and 9 balls which had been hit over the fence!

How much money did I collect?

.....

A match started at 2pm and finished at 4.30pm.

2

During the match there were two rain relays,
one of 20 minutes and one of half an hour.

How long did the match last?

.....

Ten courts are being used on the second Monday of the Wimbledon
Championships for singles matches.

3

A. If each player on court requires two towels, how many towels will need to be taken out?

.....

**B. Eight bottles of water are needed in each on-court fridge.
How many bottles are required altogether?**

.....

4

Each year 250 Ball Boys and Girls are recruited for the Wimbledon Championships from local Secondary Schools. They are grouped into teams of six.

A. How many teams can they create and how many children are in reserve?

.....

B. Each team operates for 60 minutes on court. If a match between Nadal and Federer lasts 4 hours 30 minutes, how many Ball Boys/Girls will be used?

.....

C. Each boy/girl is issued with four pairs of Wimbledon socks costing £1.99 a pair. How many pairs of socks must be ordered for all the boys and girls?

.....

D. How much will the sock bill be?

.....

5

During a rain break, a family of four have lunch. They buy:

- 4 packs of sandwiches costing £3.99 each
- 4 soft drinks of £2.50 each
- 4 dishes of strawberries and cream costing £4.50 each

A. What would the cost of the lunch be?

.....

B. How much change from a £50 note?

.....



6

	Gentlemen's & Ladies' Singles	Gentlemen's & Ladies' Doubles	Mixed Doubles
Winner	£750,000	£115,000	£46,000
Runner-Up	£375,000	£57,500	£23,000
Semi-Finalist	£187,500	£28,750	£11,500
Quarter-Finalist	£93,750	£15,000	£5,250

Look at the chart showing the prize money at the Wimbledon Championships

- A. Player A was runner up in the Gentleman's Singles, a semi-finalist in the Gentleman's Doubles and winner of the Mixed Doubles. What would his total winnings be?
-

- B. Player B was the semi-finalist in the Mixed Doubles, quarter-finalist in the Ladies' Doubles and the winner of the Ladies' Singles. Did she win more or less than Player A?
-

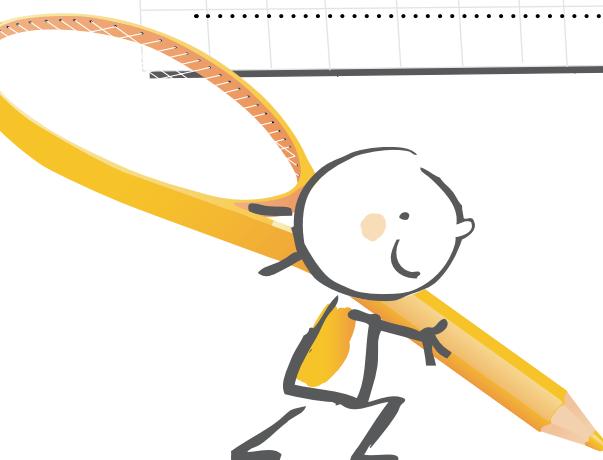
- C. What was the difference?
-

7

During the Championships, 6 balls are on court at any one time. The balls are changed after the first seven games, then after each nine games.

- A. The Ladies' score was 6-4, 3-6, 6-1. How many balls were used for this match?
-

- B. In a Men's match the score was 6-4, 2-6, 7-5, 4-6, 10-8. How many MORE balls were needed for this match?
-



8

At the first Wimbledon Tennis Final in 1877, the two hundred spectators paid one shilling (five pence) for their ticket.

A. How much were the takings at the gate in 1877?

.....
B. There are now 15,000 seats in Centre Court. If a ticket cost the same as in 1877, what would the takings be at the gate?

.....
C. A ticket for the Wimbledon final now can cost £60. If all the seats were sold, how much would be taken at the gate now?

9

The Centre Court at Wimbledon holds 15,000 spectators.
 The seats are divided into 12 sections.

**A. A company purchases two whole sections of seats.
 How many people can they bring?**

.....
B. If 15% of the seats are unoccupied how many people are watching in the section?

.....
C. How many seats are there in each section?

.....
D. Round that number to the nearest hundred.

.....
E. Round it to the nearest thousand.

10

There is a long queue of people waiting at Gate 13.

A. If 225 people stand two abreast and each pair occupies 75cm on the pavement, how long, in metres, will the queue be?

.....
B. If it takes 1 and a half minutes for one pair to get through the turnstiles, how long will it take for the queue to get through into the ground?

Tiebreak Teasers!

- ANSWERS -

1

£2.45

2

1 hour 40 minutes

3

- A. 40 towels
- B. 80 bottles

4

- A. 81 teams with 4 children in reserve.
- B. 30 balls boys/girls
- C. 1000 pairs
- D. £1990

5

- A. £43.96
- B. £6.04

6

- A. £499,750
- B. She won more (£776,500) - Difference £326,750

7

- A. 24 balls (4 changes of balls)
- B. 18 balls (3 more sets of balls needed - 7 changes overall)

8

- A. £10
- B. £3,750
- C. £900,000

9

- A. 1250
- B. 1300
- C. 1000
- D. 2500
- E. 2125

10

- A. 84.75m (112 pairs and 1 extra person)
- B. 2 hours 48 minutes and 45 seconds

On The Line!

Player Interviews



Lesson Objectives

- To listen and assimilate information from an online interview.
- To work co-operatively in a group to produce a player profile.
- To be part of a group presentation.
- To prepare interview questions.



1

Explain to the children that they are going to watch an online interview with three tennis players. Emphasise that they have to try to remember as much information as possible.

2

Watch the interviews. Go to: www.schoolstennis.org and click on: Primary Schools > Tennis Activity Week Pack

3

Divide the class into small mixed ability groups and allocate one of the interviewees to each group.

4

Allow them a few minutes to discuss and note down what they can remember about their interviewee.

5

Tell the groups to decide who is going to be the group scribe and then watch the interview again encouraging them to note down any extra information during the second viewing.

Activity 1

Give the groups time to discuss and complete notes about their player on the 'Player Profile Sheet'.

Activity 2

Give each group time to prepare a presentation in report style about their player. These presentations could be watched at the end of the session.

Activity 3

Get the groups to discuss what other information they would like to know about their player. Prepare the questions they would have to ask in order to find out that information.

Activity 4

Which other sports star would they like to interview? Ask them to prepare questions for that interview.

On The Line!

Player Interviews



Player Profile Sheet

Name of player: Age of player:

Other details:

-
-
-
-
-

A Day in The Life of...



Lesson Objectives

- To read, with understanding, a diary entry.
- To use a glossary.
- To be able to answer a variety of literal and inferred questions about the text.

Comprehension answers

- 1 With a 'host' family. (1 mark)
- 2 She walks. (1 mark)
- 3 A. No. (1 mark)
B. Because she says that her floor, as usual, was a complete mess. (1 mark)
- 4 A. She has injured her knee. (1 mark)
B. She isn't going to be able to go with her friends and/or because she had been working really hard towards the competition. (2 marks)
- 5 An answer which implies the pavements were wet e.g. rain or snow. (2 marks)
- 6 Indoor Courts and Clay courts. (1 mark)
- 7 A tutor. (1 mark)
- 8 Put Sam's daily events in order. Number them 1-6. (2 marks if all correct one mark if 4 correct)

Indoor court session 1

Lunch 3

Match Play 5

Clay court session 6

Study 4

Gym Session 2

9 Brutal and exhausting. (1 mark)

10 "I think I could do well here." (1 mark)

- 11 She travelled on the early shuttle bus. (1 mark)
- 12 Because her first match was at the same time. (1 mark)
- 13 Imagining and picturing in your mind how your winning shots will look. (2 marks)
- 14 She is going to play doubles with Roisin. (1 mark)
- 15 A. Because she threw her racket and that's not allowed in tennis! (1 mark)
B. Because she over reacts in situations on court and shows off! (2 marks)
- 16 • So she can look back and learn from her match performance.
• So she can see where she needs to improve.
• So she can look back when she comes up against that opponent again and remind herself of their strengths and weaknesses.
- 17 Her father was there with her but her mother was back at home. (2 marks)
- 18 She had had a bad experience with foreign food in Prague. (2 marks)
- 19 Accept any answer that justifies yes or no. (2 marks)
- 20 It's not written for others to read so it is recorded in an informal way. Diary genre doesn't require full sentence answers. (2 marks)
- 21 Accept any answer that justifies their choice. (1 mark)

A DAY IN THE LIFE OF SAM VICKERS



Sam Vickers

Sam Vickers is an up and coming young British tennis player from Lincolnshire. She is 17 years old and is currently *ranked* in the top three in her age group. She spends her working week at The Dan Maskell Tennis Centre on the Loughborough University Campus, where she trains and studies alongside other British hopefuls. She lives with a '*host*' family 25 minutes walk away from the university. These are two extracts from her diary.

Monday

Struggled to get up this morning – if only I'd got my stuff ready last night! My floor, as usual, was a complete mess so I took longer than normal to find everything. Gobbled down my cereal and yoghurt in record time and set off for the university. Half an hour later I arrived – feet soaking. Quick change and then onto indoor courts for 9am. Worked on *cross court forehands* and attacking short balls with my coach. Whole *squad* is working towards next tournament. Wish I hadn't injured my knee slightly - can't go to Portugal next week! Fitness in the gym was brutal today. Weights followed by the longest run ever! Quick lunch in the recreation room and then off for an hour in the study room with my tutor. Felt I really improved in the match play session this afternoon - percentage of first serves high for once!

Day ended on the *clay courts* with an exhausting session of sprints, jumps and agility exercises.

Walked home listening to my iPod - no sweet shops on the way home unfortunately or maybe that should be fortunately, since

I love chocolate and shouldn't really be eating it! Supper with Mrs Hall – she's the best 'fish' cook I know. Watched T.V. whilst writing a nutrition *assignment* on my laptop. Crashed into bed at 9.30pm. The more sleep I get the better! Must remember to book my driving lesson for next weekend.

SAM'S SECOND ENTRY IS
WRITTEN TWO MONTHS
LATER WHILE SHE WAS
AT A TOURNAMENT
IN LEUGGERN,
SWITZERLAND.

Saturday

Saw the *draw* last night and woke up feeling excited – I think I could do well here. Hotel breakfast was different but very filling. First match at 11.00am so booked a practice court for 9.30am. Travelled on the early *shuttle bus* to the club. Hit with

one of the German girls who also had an 11.00am match and then got changed ready for my pre-match talk with coach. Spent some time visualising winning *rallies*. It must have worked well because after a third set *tie break*, I won! Adrenalin was flowing and everyone came to watch as it got close. My opponent, a bit of a 'drama queen' got a *code violation* for racket abuse - great!

Spoke to the press after the match - only the local paper but it felt really important and then went to the gym.

MUST remember to fill in my *match diary*! Late lunch with Dad who has come to support me. My friend Roisin also won - looking forward to playing doubles with her later in the week. Hit with Roisin before going back to the hotel for food - sticking to English food this time after my experience in Prague!

Rang Mum - can't believe it costs so much to phone from my mobile when I'm abroad.

Facebooked some friends at home and then early to bed.

A Day in The Life of...

Glossary



Adrenalin

A natural chemical, made in your body, that makes your heart beat faster when you're excited or nervous.

Assignment

A task to be completed e.g. essay or report.

Clay courts

One of the surfaces tennis is played on. It is actually made from crushed up brick, not clay!!

Code violation

An official warning, given by the umpire, for bad behaviour by a player.

Cross court forehand

A shot which travels diagonally across the court.

Draw

The plan of who plays who, in a tennis tournament.

Serve

The shot which starts a point. It has to land in the service box.

Host family

A family who looks after you, while you're living away from home, to study or play tennis.

Match diary

A written account of how you played and your opponent's strengths and weaknesses.

Rally

A series of shots between players during one point.

Ranked

Refers to your 'ranking' - which shows how good you are in comparison to everyone else. The more you win, the higher your ranking.

Shuttle bus

Bus that takes players between their hotel and the tennis courts.

Squad

A group of tennis players who practise together.

Tiebreak

A scoring system used to shorten matches which comes into play at 6 games all.



A Day in The Life of...

Questions



Name _____

1

Circle the correct answer. Sam is living:

At home with her family

With a 'host' family

At Loughborough University

2

How does Sam get to Loughborough University each day?

.....

3

a. Do you think Sam is a tidy person?

Yes

No

b. How do we know?

.....

4

a. Why can't Sam go to Portugal?

.....

b. Why do you think she is disappointed?

.....

5

What was the weather like on Monday morning and how do we know?

.....

.....

6

Circle the court surfaces that Sam played on during Monday:

Grass Courts

Indoor Courts

Clay Courts

7

Who helped Sam with her studies?

.....

8

Put Sam's daily events in order. Number them 1-6:

- Indoor court session
- Lunch
- Match Play
- Clay Court Session
- Study
- Gym Session

9

Find two words which tell us that Sam found the gym and clay court sessions hard.

1. 2.

10

Write the phrase that tells us that Sam was feeling positive about the Swiss Tournament.

.....

.....

11

How did Sam get to the Tennis Club for her first match?

.....

.....

12

Why do you think she chose the German girl to practise with before her first match?

.....

.....

13

What do you think ‘visualisation’ involves?

.....
.....

14

Who is Sam going to play tennis doubles with?

.....
.....

15

a. Why did Sam’s opponent receive a code violation?

.....
.....

b. Why do you think Sam called her a ‘drama queen’?

.....
.....

16

Why do you think it would help Sam to write a Match Diary?

.....
.....

17

Where were Sam’s family when she was in Switzerland?

.....
.....

18

Sam chose to eat ‘English’ food for her evening meal. Why do you think this is?

.....
.....

19

Having read Sam’s diary entries, would you like to be one of Britain’s best players and why?

Yes

No

Explain your answer as fully as you can. Use the text to help you.

.....
.....
.....
.....
.....
.....

20

Sam's diary is not written in full sentences. Why do you think that is?

The banner has a dark blue background with a repeating pattern of white dots. Overlaid on this are several large, semi-transparent circles in a light orange or peach color. The circles vary in size and overlap each other, creating a sense of depth and movement.

21

**Which other sports would you like to represent your country in?
Give reasons why.**



players' poetry

Lesson Objectives

- To write and present a poem following a set structure.
- To revise parts of speech.



- Explain to the children that they are going to write a poem about a tennis match.
- Together, collect and record a list of nouns connected with tennis.

E.g. Ball, court, racket, umpire, crowd etc.

- Revise adjectives as necessary. Choose a noun and add an interesting adjective.

E.g. Cruel crowd, crazy crowd, or hushed crowd.

- Continue putting an adjective with the other nouns, discussing the effect created by different adjectives (using a thesaurus will expand their vocabulary).
- Revise powerful verbs as necessary. Choose an appropriate, powerful verb to describe for example, what the crowd are doing.

E.g. Cruel crowd jeering, or crazy crowd cheering, or hushed crowd perched....

Work on other chosen phrases.

- Next revise adverbs and choose one to enhance the imagery.

E.g. Cruel crowds jeering menacingly or Crazy crowds cheering ecstatically. Hushed crowd perched anxiously.

- Continue shared writing using this pattern until the children feel confident enough to work individually or in pairs.

ADJECTIVE – NOUN – VERB – ADVERB

Hushed crowd perched anxiously.
Serious umpire watching expectantly.
Nervous player bouncing repeatedly.

Eventually a vivid picture of a match will appear! Write or word process best copies which can then be illustrated.

Older children could add more adjectives and be encouraged to think in a more abstract way.

E.g. Focusing on emotions, atmosphere or inference.



Tracking Rackets

HISTORY of The Game

Lesson Objectives

- To understand the development of the game of tennis through the ages.
- To begin to understand how and why tennis equipment has changed through time.

1

Start the lesson with a class discussion about tennis and the equipment that is used for today's game. It would be good to have some 'props' e.g. rackets, different balls etc.

2

Read through the information page together linking other events in history which are relevant that the children may already know about. Some children may have knowledge of Tudors and Stuarts or Queen Victoria and what life was like during those times.

3

Activity 1: Explain to the children that they are going to construct a 'Tennis Equipment Timeline' using pictures of tennis equipment and a timeline. Some children will be able to annotate their timeline with additional, relevant information that they have learned during the lesson.

4

Activity 2: Look at some pictures of tennis rackets and any real rackets available. Ask the children to draw what they think a racket and ball may look like in the year 2500.

5

During the lesson it may be possible to set up a game of 'Jeu de Paume' – perhaps at the front of the class or in a corridor or playground, using a sponge ball. There could be an ongoing competition to see which pair manages the longest rally!

6

Finish with a quiz to see who has remembered the most information.



Equipment

Information pages, (one between two), copies of worksheets, scissors, glue, tennis rackets, balls and sponge balls.

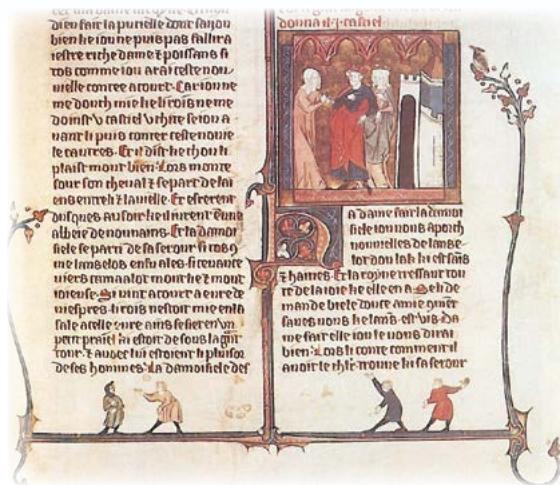
Tracking Rackets

A History of The Game of Tennis

- INFORMATION PAGE -

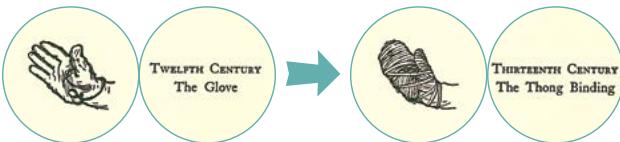
Tennis as we know it has only been played for just over 125 years. However a form of tennis called Real, Royal or Court Tennis, from which lawn tennis developed, was played centuries before.

12Th Century



The first game of tennis was played by monks in France. This game was called 'Jeu de Paume' because the small, hard ball was hit over a net with the palm of the hand.

13Th Century



Players of Jeu de Paume started to wear a glove to protect their playing hand. Later a simple wooden racket was developed in Italy.

16Th Century

'Real Tennis' began to be played throughout Europe by Kings and their courtiers in castles and palaces. They used long handled rackets with a lopsided head. In fact Henry VIII was a very keen Real Tennis player and built a famous court at Hampton Court Palace.

19Th Century

A game called Rackets in which players used a long handled racket and a small, hard, white ball became popular. This game however was played indoors and in the 1860s, two very keen Rackets players called Harry Gem and Augurio Perera, set about inventing a new outdoor version of the game which they called Lawn Tennis. The popularity of the game spread and the first Tennis Club in the world was opened in Leamington Spa in 1872.

Also around that time, a gentleman called Major Walter Clopton Wingfield, was developing a game, simpler than Rackets to be played outside. He manufactured a portable box set which included everything required to play the game which he called Sphairistike. These rackets had long, slender handles with small, pear-shaped heads. It is a combination of these two games that we know today as tennis.

Tennis rackets have changed dramatically over the years from the first Jeu de Paume game. Strings were originally made from dried, twisted animal gut but are now generally made with synthetic fibres. From the 1900s rackets were made of wood until the 1970s when oversized metal rackets became popular. Nowadays most rackets are made of light weight carbon fibre and have large heads to enable easy contact of the ball.

Some other interesting dates:

1877 The first Lawn Tennis Championships were held at Wimbledon. The winner was Spencer Gore.

1884 Ladies were allowed to compete at Wimbledon.

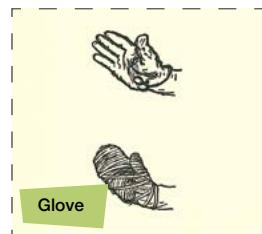
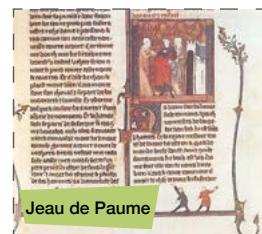
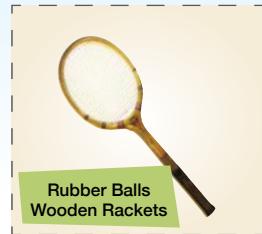
1896 Tennis was first played at the Olympics.

1922 The new Wimbledon grounds were opened.

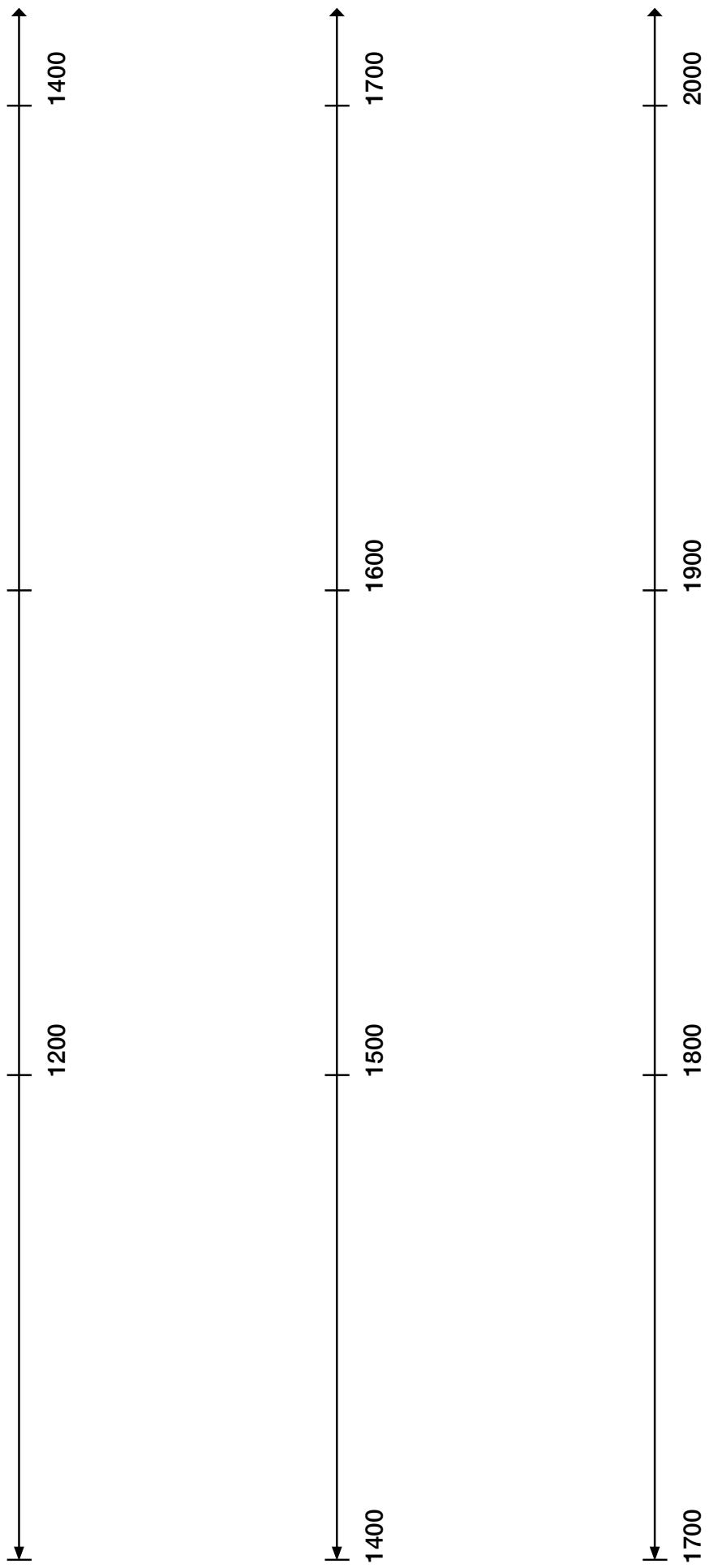
Tracking Rackets



Cut these sections out and glue them onto the Tennis Timeline Worksheet in the correct position

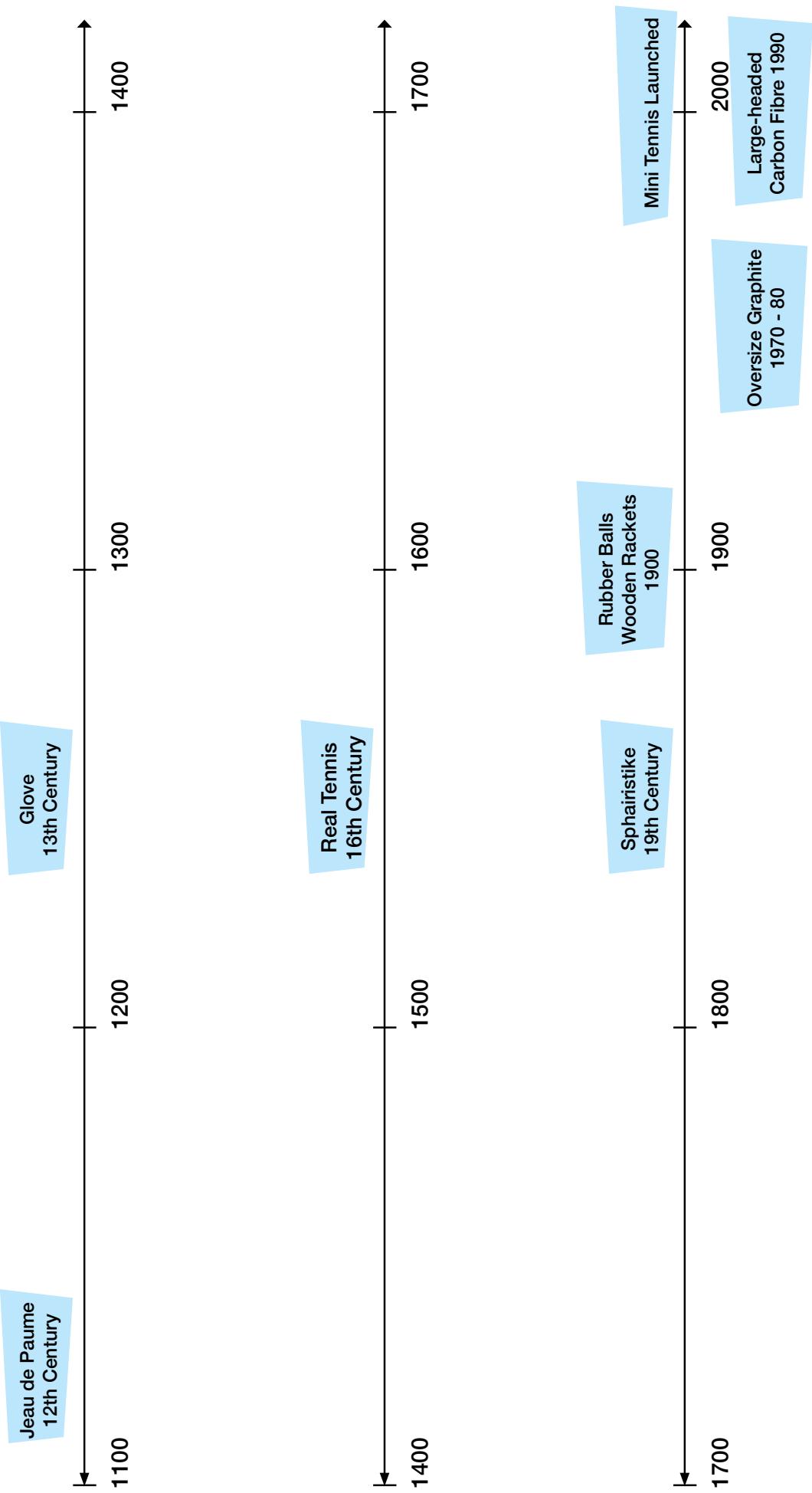


Tracking Rackets - A History of The Game of Tennis - Timeline



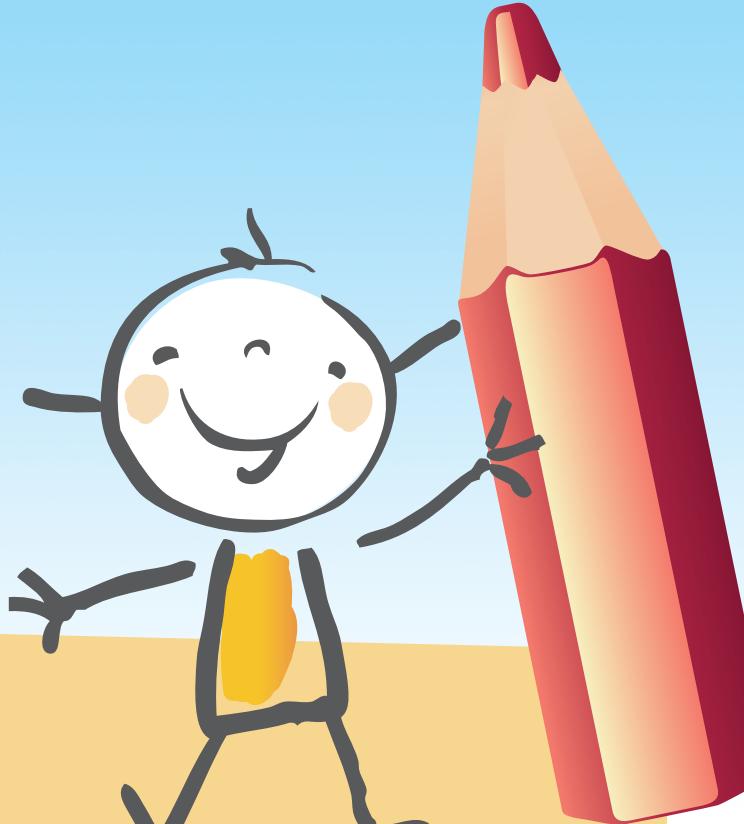
Tracking Rackets - A History of The Game of Tennis

- Timeline Answers -



Clever Cover Up

Design CHALLENGe



Lesson Objectives

- To work together as a group.
- To discuss and plan ideas.
- To produce a working model from their plan.

Explain to the class that Wimbledon has built a retractable roof over Centre Court, so that play is not interrupted if it rains.

The children's group challenge is to build a model of the new Number One Court with their own design of another moveable roof.

This lesson would be better done in two parts, planning at the beginning of the week and making at the end of the week.

Whole CLASS

- Look at the pictures of Centre Court, with its new roof, and Number One Court on the internet: www.wimbledon.org and discuss what sort of roofs might be possible e.g. rolled, sliding, folding, flap etc.
- Put the children into groups of three or four and give them five minutes to discuss what their plan might be and to jot down their rough ideas.
- Bring them back together and share the ideas from each group talking through potential problems and suggesting ways to resolve them, e.g.
 - how to fix the roof on
 - how to keep the outside wall oval in shape without collapsing! etc.
- Tell the children what materials will be available to them in school and send them off to make a comprehensive list of what they are going to need and possibly what they will have to bring from home to build their model.

Helpful Hints:

- 1 Do planning at the beginning of the week to give children time to bring in materials e.g.
Cereal boxes / shoe boxes
Card
String
Lolly sticks / green garden sticks
Paper
Fabric, etc
- 2 Send a note home to parents asking for thinking / planning help at home, and possibly practical help during the 'making' afternoon.
- 3 Allow the children to come in their own, old clothes for the day.
- 4 Have the following out and available for use: glue, card, paper, corrugated card, Sellotape, masking tape, staplers, string, dowelling, syringes, paint, newspaper etc, etc!!

Later on in The week –
Challenge CONSTRUCTION Afternoon!

COURT IN CLAY

ART LESSON: GARGOYLES

Lesson Objectives:

- To study photographs and images of famous tennis players' faces.
- To create a clay representation of a player's face.

- Look at some examples of gargoyles on interactive whiteboards or computers (Google Images - 'Gargoyles' is useful).
- Choose a photograph of a famous tennis player's face, either from Google Images 'tennis players' or from magazines / newspapers. Try to find a feature that could be caricatured e.g. long nose, bushy eyebrows, big earrings, unusual hairstyle.
- Using a grapefruit-sized piece of clay, flatten the ball into an oval about 3cm thick.
- Pull the clay from the oval to portray facial features, over-emphasising the chosen feature!
- When completed, leave clay to dry then paint faces using acrylic paint.
- Once paint is well and truly dry, brush a layer of PVA glue over entire face to give varnished look.

Equipment

- Photographs of Tennis Players.
- Air drying clay.
- Clay boards.
- Clay tools or a selection of pencils, toothbrushes, glue sticks, etc.

Helpful Hints:

- 1 The more over the top you are, the better!
- 2 If you need to add more clay onto the face you will need to blend it on with a small amount of water.
- 3 Using clay tools can add more detail and interest.
- 4 If you want to hang the finished portrait it helps to half embed a paper clip in the top back of the face.
- 5 Mounting the faces together on card produces a portrait gallery!

WHERE IN THE WORLD?

WORLD GEOGRAPHY



Lesson Objectives:

- To locate and name the continents.
- To be able to position countries within continents.

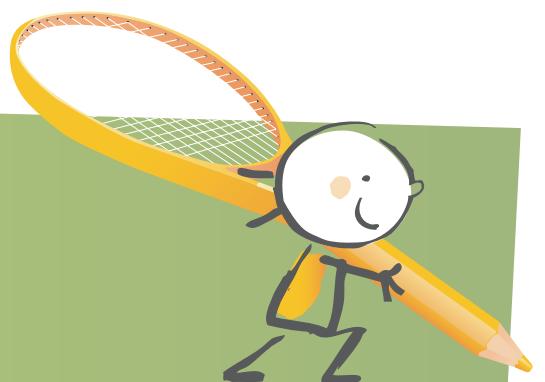
- On a map of the world, revise continents. Help the children to find all seven :
Europe Africa Asia North America South America Australasia (Oceania) Antarctica
- Explain that they are going to locate the countries that ten of the top tennis players in the world represent. Then they will locate and mark the venues for the four Grand Slam Tennis Events on a world map. (London, Melbourne, Paris and New York.)
- Visit the following sites on the Internet; www.atpworldtour.com and: www.sonyericssonwtatour.com and create a list of the top ten men and women players in the world. Find out which country they represent at tennis.
- Using the player profiles and atlases, discuss and locate the continents that each player represents. Demonstrate how to annotate their maps with the players' name.
- List the four Grand Slam Events, with their venues, on the board and allow the children to mark those on their maps.

Other Activities

- More able children might be able to locate player profile information on the internet independently.
- Note the continents which have not produced top players.
- Discuss and invite comments on where the top players come from.
- Draw a ruler line from the player's country to London. List and discuss which countries the players might fly over on their way to Wimbledon.
- Estimate flight times for some of the journeys.

Equipment

- World Map - either on Interactive Whiteboards or poster.
- Atlases - one between two if possible.
- Player profile information sheets.
- Blank world map (A3 size if possible) for each child.

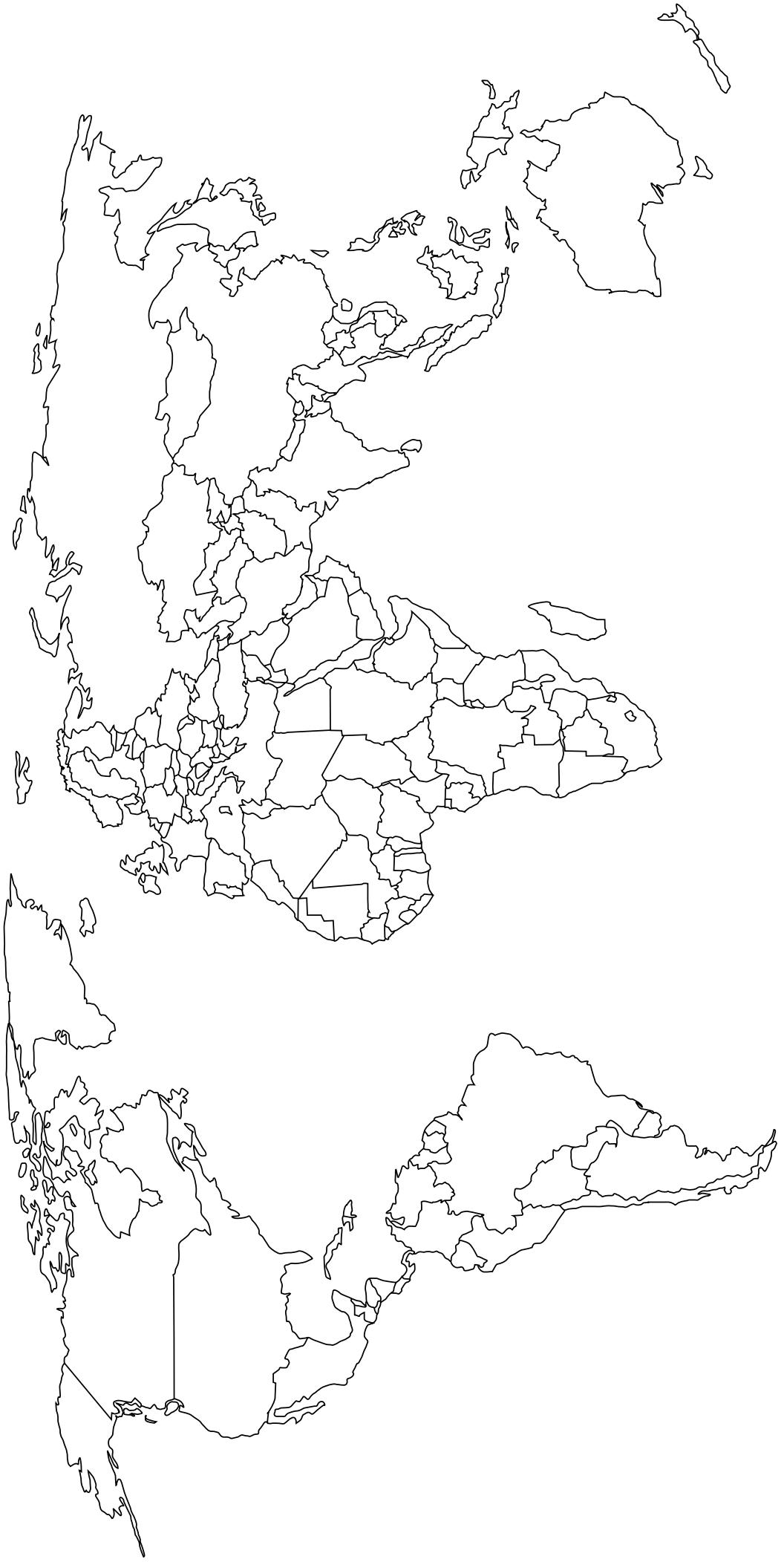


WHERE IN THE WORLD?

WORLD GEOGRAPHY



Worksheet



Tennis Lesson

(With DVD)

This lesson is based around the Primary Schools Tennis DVD Resource which is available but does require teachers to attend a short 3 hour training course. (see note below for more details). If you do not have the DVD, please proceed to accompanying alternative lesson plan!

The DVD could be watched in advance and then taught by the teacher or could be running in the hall for the children to watch and respond to.

Each section within a lesson consists of a demonstration by the coach, a demonstration with some pupils and a clear reminder of the teaching points.

Depending on the ability and experience of the class, the Year 1/2, Year 3/4 or Year 5/6 section could be used.

Note: It is anticipated that many teachers who receive this pack will already have the DVD and have done the training. If you have not, details of how to receive the training and your free DVD are available by emailing: schools@tennisfoundation.org.uk

Each DVD comprises of five lessons delivered by one of the Countries leading schools tennis coaches. These are very easy to follow and are designed to be used by the non-specialist in a school hall or could be adapted for use outside.

Equipment

- Mini Tennis Balls
- Cones
- Mini Tennis Rackets (class set if possible)



Tennis Lesson

(No DVD)

Lesson 1: The Forehand

Creating Rallies

Set up for throw to throw, rolling rally, and bounce hit catch. For these activities pupils need to be facing their partner along the outside of the long side of the hall, two steps apart from the middle of the hall.

Rallies involve playing in pairs, this requires player co-operation and gives the chance to introduce the element of competition. The key to this is each pair keeping and agreeing the score as they go along. This exercise also develops the importance of team work.

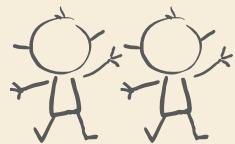
Equipment Needed:



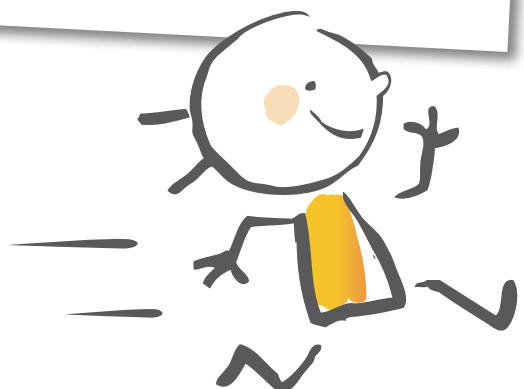
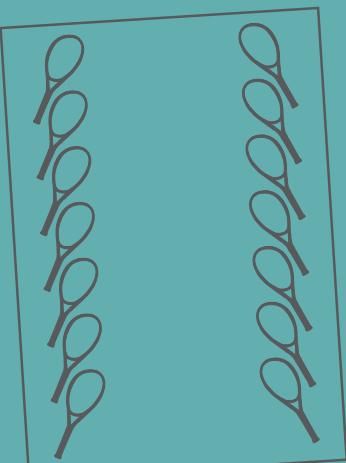
Ball



Racket



Partner



Lesson 1: The Forehand

Throw To Throw

- Low underarm throw, up and over the imaginary net, aiming at their partner's racket.
- Pupil's score every time the ball lands on their partners racket (without a bounce).



In pairs



Aim for partner's racket



Throw underarm



Low to high



Keep a score

Easier

- Pupils to stand closer together.
- Ball is allowed to bounce before it hits the racket.

Harder

- Pupils stand further apart.

Tips

- Make sure the catcher watches the ball, that they are on their toes, and are ready to catch.
- At the end get each pair to call out their scores.

Lesson 1: The Forehand

ROLLing RaLLy

- Pupils roll the ball across the hall along the floor to one another.
Using the racket to push the ball along.



Ball on floor



Racket behind ball



Strings facing partner



Push ball to partner



Stop ball with racket

Easier

- Pupil stops the ball before rolling it back.
- Stand closer together.

Harder

- Pupil does not stop the ball before sending it back.

Tips

- Get pupils to hold racket at the bottom of the grip.
- Pupils keep watching the ball.
- Working together will contribute to a longer rally.

Lesson 1: The Forehand

Bounce hit catch

- One pupils throws the ball underarm to their partner who is standing opposite. The ball should bounce once before the hitter hits the ball back to the catcher.



Stand sideways



Low to high push



Watch the ball move

Easier

- Catcher can allow the ball to bounce before catching it.
- Stand closer to each other.

Harder

- Introduce scoring, one point for each successful hit and catch.

Tips

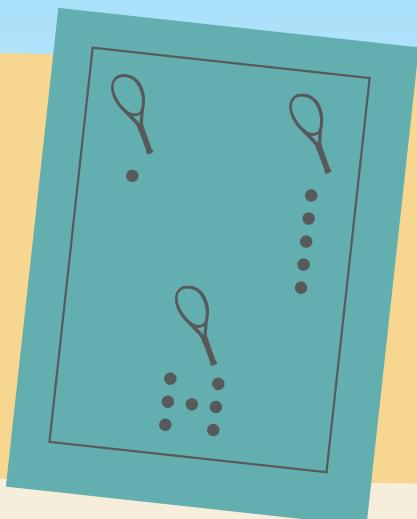
- Don't forget to tell hitters and catchers to swap over, do this collectively as a group to ensure hitters are always on the same side of the hall.

- Hold the racket at the bottom of the grip.
- Swing from low to high, strings facing partner.

Lesson 1: The Forehand

Games

- Set up for games, keepy-up tennis, forehand slalom and target tennis. For this exercise split class into 3 teams.



Equipment Needed:



Ball



Racket



3 Teams



Stand sideways



Watch the ball move



Low to high push

Game 1: Keepy-up Tennis

- Bounce and hit it up.
- Continue until you miss.

Game 2: Forehand SLALom

- Little steps in and out of the cones - little hits.
- Keeping the ball under control.

Game 3: Target Tennis

- Drop the ball, hit the forehand and aim for the cone in the middle.

Tips

The class should be split into 3 equal teams, and placed at each station or activity. Once a player has had an agreed number of turns at each activity, change the group over so all groups play each activity.

Lesson 2: The Backhand

Jogging

- Jogging, being light on their feet, and being able to stop quickly and in control.
- Start the jogging with a verbal command and then tell the class to stop by using a clap of the hands, or by shouting stop.



Jog on toes



Use arms



Head high



Stop like a cat

Harder

- Jog in between the cones.
- Increase the frequency of stopping.

Tips

- Check their stopped positions.
- Clap to get them jogging again.
- Ensure there is sufficient space between each child.

Lesson 2: The Backhand

changing direction

- Jogging but instead of stopping, the pupils then change direction.
When changing direction pupils should push off, be in control and stay balanced.
- Start the jogging with a verbal command and then tell the class to change direction by using a clap of the hands.
- You may prefer to shout change!



Low to the ground



Push off with your feet



Stay balanced



Knees bent



Light on toes

Harder

- In and out of the cones.
- Increase the frequency of changing direction.

Tips

- Leave spaces between pupils.
- Emphasis on quality and control of the turn not the speed.

Lesson 2: The Backhand

ABCs - Heel Flicks

- Pupils move in the direction they are facing, kicking their feet up behind them, hitting their hands that are being held behind them.
- Head up and balanced.



Hands behind you



Heels touch hands



Head up



Keep a rhythm



Stay in control

Tips

- Get pupils to listen for the sound.
- We are looking for the quality of the heel flick, not the speed they are moving around the hall.
- To help pupils maintain a rhythm get them to count 1-2 (one when the right foot hits the right hand and two when the left foot hits the left hand).

Lesson 2: The Backhand

ABCs - Chopping

- Facing the inside of the hall get feet moving quickly up and down and hands moving quickly in a chopping motion, then sidestep.



Stand sideways



Chopping with arms



Fast feet



Head high

Easier

- Start all of the class doing the activity static, so they get the idea before starting to move sideways.

Harder

- Teacher can shout/clap to change direction.

Tips

- All pupils must be facing inwards.
- All pupils move around to their right.
- Keep head up and back straight.



Lesson 2: The Backhand

Backhand Throw To Throw

Set up for backhand throw to throw, backhand roll to roll, backhand bounce hit catch and backhand game. For these activities have pupils facing their partner along the outside of the long side of the hall, two steps apart from the middle of the hall.

- Low backhand, underarm throw, up and over the imaginary net, aiming at their partner's racket.
- Pupils score every time the ball lands on their partner's racket.



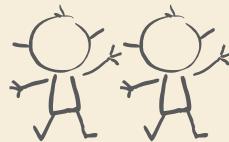
Equipment Needed:



Ball



Racket



Partner



1 Two hands on the ball



2 Turn shoulders



3 Throw towards your partner



4 Low to high

Easier

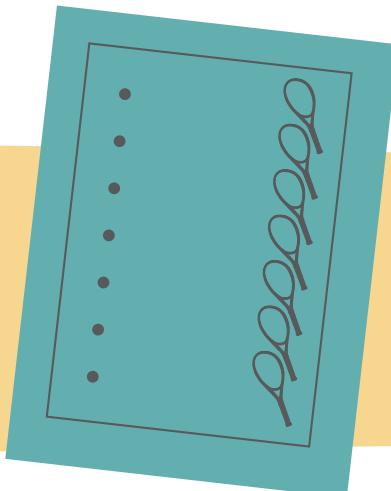
- Stand closer to partner.

Harder

- Stand further away from partner.

Tips

- Thrower has two hands on the ball.
- Make sure the catcher watches the ball, that they are on their toes, and are ready to catch the ball from their partner.
- At the end get each pair to call out their scores.



Lesson 2: The Backhand

Backhand Roll To Roll

- With 2 hands on the racket, pupils must push the ball across the hall along the floor from their backhand side aiming at their partner's backhand side.



Two hands on racket



Favourite hand at the bottom



Turn sideways



4 Strings facing partner



Push ball along floor to partner

Easier

- Pupil stops the ball before rolling it back.
- Use a cone as a target to aim at.
- Stand closer together.

Harder

- Pupil does not stop the ball before sending it back.

Tips

- Get pupils to hold racket with favourite hand at the bottom of the racket grip.
- Working together will contribute to a longer rally.



Lesson 2: The Backhand

Backhand Bounce Hit Catch

- Hitter and catcher.
- Catcher throws the ball to the hitters backhand.



Two hands on racket



Stand sideways



Low to high



Strings facing partner

Easier

- Catcher may let the ball bounce before catching.
- Hitter may let the ball bounce twice before hitting.

Harder

- Introduce scoring, one for each successful hit and catch.

Tips

- Don't forget to tell hitters and catchers to swap over, do this collectively as a group to ensure hitters are always on the same side of the hall.

- Get pupils to put favourite hand on the bottom of the racket grip.

Investigate The rate

An investigation into heart rate



Lesson Objectives

- To begin to understand what happens to heart rate during exercise.
- To begin to understand the relationship between heart rate and pulse rate.
- To identify factors that could affect pulse rate.

• Ask the children what they think happens in their bodies when they exercise. Discuss pulse rate and what it tells us about our bodies. Check that they understand how exercise increases the heartbeat and that in turn, increases the supply of blood to the muscles. Point out that blood carries oxygen, which muscles need in order to work.

• Ask for volunteers to come out to the front to have their pulse rates taken. Demonstrate taking a pulse in the wrist and the neck. Allow pupils to take their own and a friend's pulse rate. Explain that the pulse rate they are taking is called a 'resting pulse'. Ask children which factors they think could change the pulse rate. Discuss why exercise is good for us; what exercise they take and whether they think they should take more or less.

- Ask the children to make a prediction about what will happen to their pulse rate if they exercise.
- Tell them that they are going to investigate the relationship between exercise and pulse rate.
- Discuss with them what sort of exercise they think raises the pulse rate most.
- Ask the children to record their resting pulse on the worksheet. Discuss the ways that they could easily raise their pulse rate and make a list on the board.
- Allow the children to complete some exercises in two minute bursts. They could run across the playground or step up and down on a bench in the hall, etc. Ask them to record their pulse rate after each exercise on the worksheet and then again five minutes after they have stopped exercising.

Plenary

Discuss results. Hopefully they will have discovered that pulse rate increases with exercise. Ask if they noticed anything else that changed in their bodies e.g. breathing, sweating etc. Set them the challenge of finding out more about the heart and how it works at home perhaps on the internet or in books.

Investigate The rate

Your body and exercise

Take your pulse for 30 seconds and then double it!

Pulse rate per minute:

AT rest	Immediately after exercise	Five minutes after exercise

Other changes noticed:

.....

.....

.....

What's on The Menu?

Healthy Eating for Tennis Players!

Lesson Objectives

- To understand that food can be divided into different groups.
- To begin to understand why we need to eat a balanced and healthy diet.
- To be able to analyse and categorise meals.



1 In pairs, ask the children to write down what they know about healthy eating.

2 Discuss and share as a class.

3 Make sure that they understand the following points about the five main food types:

You should aim to eat foods containing:

Carbohydrates, proteins, fats, vitamins and minerals every day.

- Carbohydrates and fat give you energy.
- Protein helps you to grow, repairs your body and keeps you healthy.
- Fats are needed in small amounts to keep your nerves and other body parts healthy and to give you energy.
- Vitamins and minerals are needed to stay healthy and grow.

Carbohydrates	Proteins	FAT	VITAMINS	MINERALS
Cereals	Red Meat	Oils	Fresh Fruit	Milk
Bread	Fish	Butter	Vegetables	Eggs
Potatoes	Beans	Nuts	Meat	Vegetables
Pasta	Cheese	Eggs	Milk	Fish
Rice	Chicken	Cheese		

Visit: www.topmarks.co.uk for further information and interactive activities.

4 Allow the children to go and complete the worksheet.

Healthy Eating for Tennis Players



Name _____

It is very important for tennis players to eat a varied, balanced and healthy diet so that they can train and improve their game and get through their matches.

Complete the sentences below to check how much you have learned about a healthy diet so far. Use the words at the bottom to help you.

- Tennis players need protein to help their body _____ and repair itself.
- Tennis players need carbohydrates to give them_____.
- Tennis players need some _____ in their diet to give them energy and help keep their nerves healthy.
- Vitamins can be found in _____ and minerals in _____.

grow, milk, energy, fat, fruit and vegetables



Healthy Eating for Tennis Players

Below are some meals that a tennis player might eat. Look carefully at the foods that make up the meals and write or draw them in the correct boxes.

Meal	Protein	Carbohydrate	Vitamins & Minerals	Fats
Breakfast Porridge with fresh fruit, scrambled egg on buttered toast, orange juice				
Lunch Mixed green salad, rice salad, cold meats and tuna, wholemeal rolls, yogurt with fresh fruit salad				
Dinner Vegetable soup, fish pie with broccoli and carrots, apple crumble and custard				
Snacks Bananas, toasted teacakes with butter nuts, cereal bars				

Name _____

What a Racket!

Match Music



Lesson Objectives

- To compose a piece of music that represents a tennis match.
- To investigate the various sounds made by percussion instruments.
- To work co-operatively in a group.

1

Begin by demonstrating and investigating as a class which instruments can make:

- short, sharp sounds e.g. wooden blocks, drums
- longer, sustained sound e.g. cymbals, triangles, chime bars, Indian bells
- short, repetitive sounds e.g. tambourine, drum roll, cabasa, maracas, sleigh bells, etc

2

Explain to the class that they are going to listen to a short extract of a tennis match and then find musical sounds that could represent the match in music. Visit: www.atpworldtour.com and click on 'video'.

3

Listen to the extract and list together all the different sounds that can be heard e.g. clapping, chattering, cheering, ball on racket, running, grunting, squeaking shoes etc.

4

Discuss as a class which instruments could represent these sounds.

5

Children have time in groups to discuss and plan their two minute piece of music.

6

Distribute instruments to groups and allow them to practise.

7

Give them time at the end to perform and evaluate each others composition.

Helpful Hints:

- Limit the group discussion and practising time.
- The children may want to record their composition on paper in diagrams, pictures or words.
- It may help to replay the extract to keep them focused.
- Encourage them to be productive by recording their performances.

Equipment

- Various percussion instruments e.g. drums, wood blocks, bells, tambourines, cymbals, maracas, cabasas, boom whackers, triangles, chime bars, glockenspiels.
- CD player.
- Large paper and felt tips for each group.
- Internet access.



Team Talk



Lesson Objectives

- To be able to listen to another person's point of view.
- To enhance group listening and build the sense of a team.
- To be able to express an opinion in a supportive environment.
- To promote an understanding of team spirit.

Preparation

For Activity 3 you will need to make up a set of jigsaws for each group of children in your class. Photocopy the photographs and mount them onto card, then cut each photo into five pieces. Mix the twenty-five puzzle pieces and put five random pieces into five envelopes (one for each group member). Repeat for as many groups as you have.

Activity 1

Start the session with a circle game e.g. 1a.

Explain that one at a time they are going to move to be standing in a line in the correct order of the months of the year, according to their birthday.

They are not allowed to talk during this game.

OR

1b. Seat the children on chairs in an inward facing circle. Select five children who become the 'tennis rackets' and stand in the middle of the circle. At the command 'play' any or all of the five rackets may return to their seats, but they must be replaced by other children so that there are always five rackets standing. If there are more than five some children must sit down again. This game can be chaotic but once the children get the idea of working as a team, it is very successful!

Activity 2

Send the children away in groups of four or five to discuss and list the qualities they think are necessary to become a top class tennis player (or other sports person.) After three to four minutes, bring them back to hear their ideas in an open forum and share ideas.

Activity 3

Finish with the Jigsaw puzzle game. This is also played in groups of five. Each child is given an envelope with five jigsaw pieces. Give each child an envelope and explain that the aim is for each person in their group of five to make a complete puzzle. The winning team is the one who creates all five puzzles first.

Tell the children that unfortunately the puzzle pieces have become muddled so that no one has the right pieces in their envelope to complete their own puzzle – they need to rely on other team members to complete their puzzle.

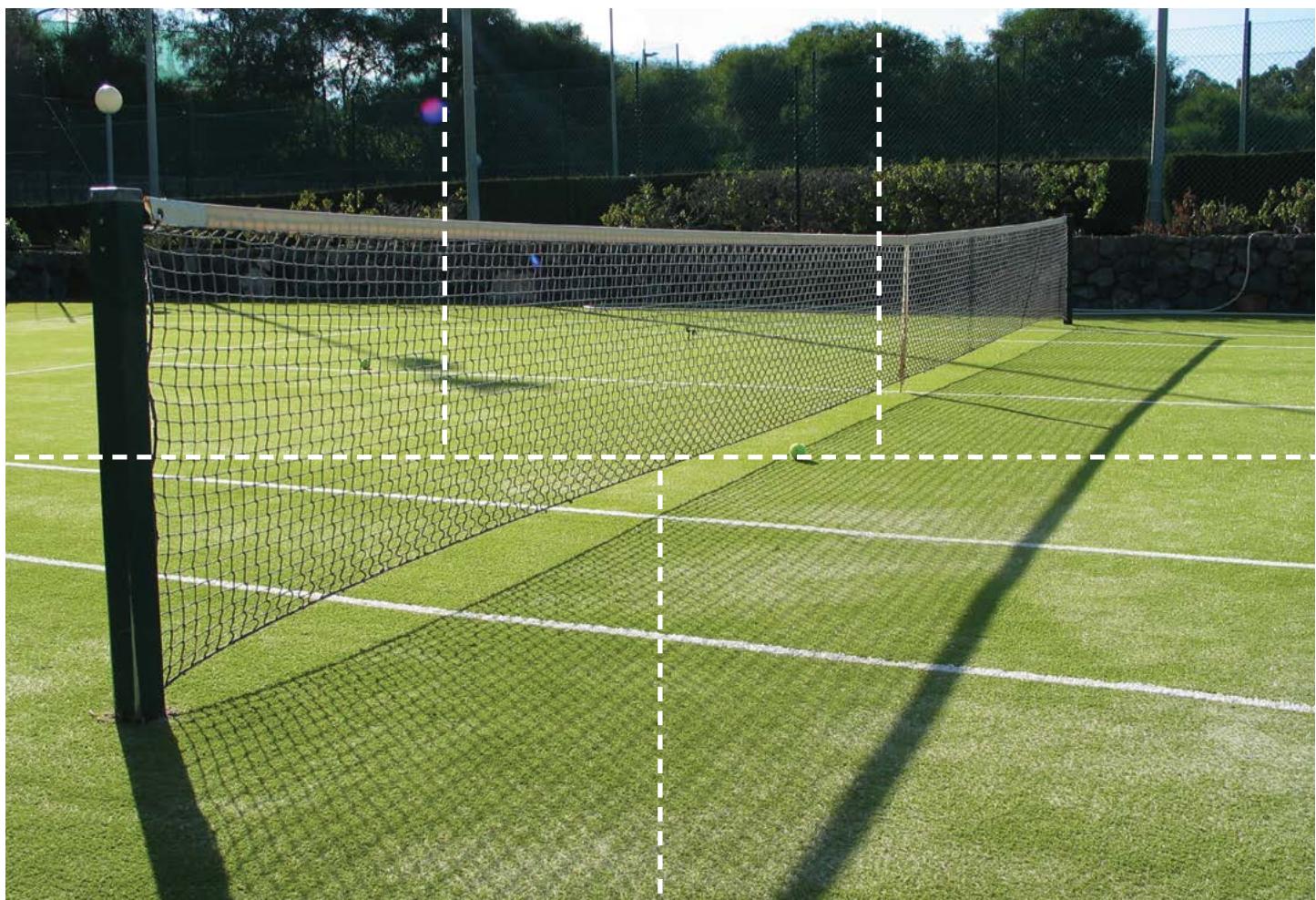
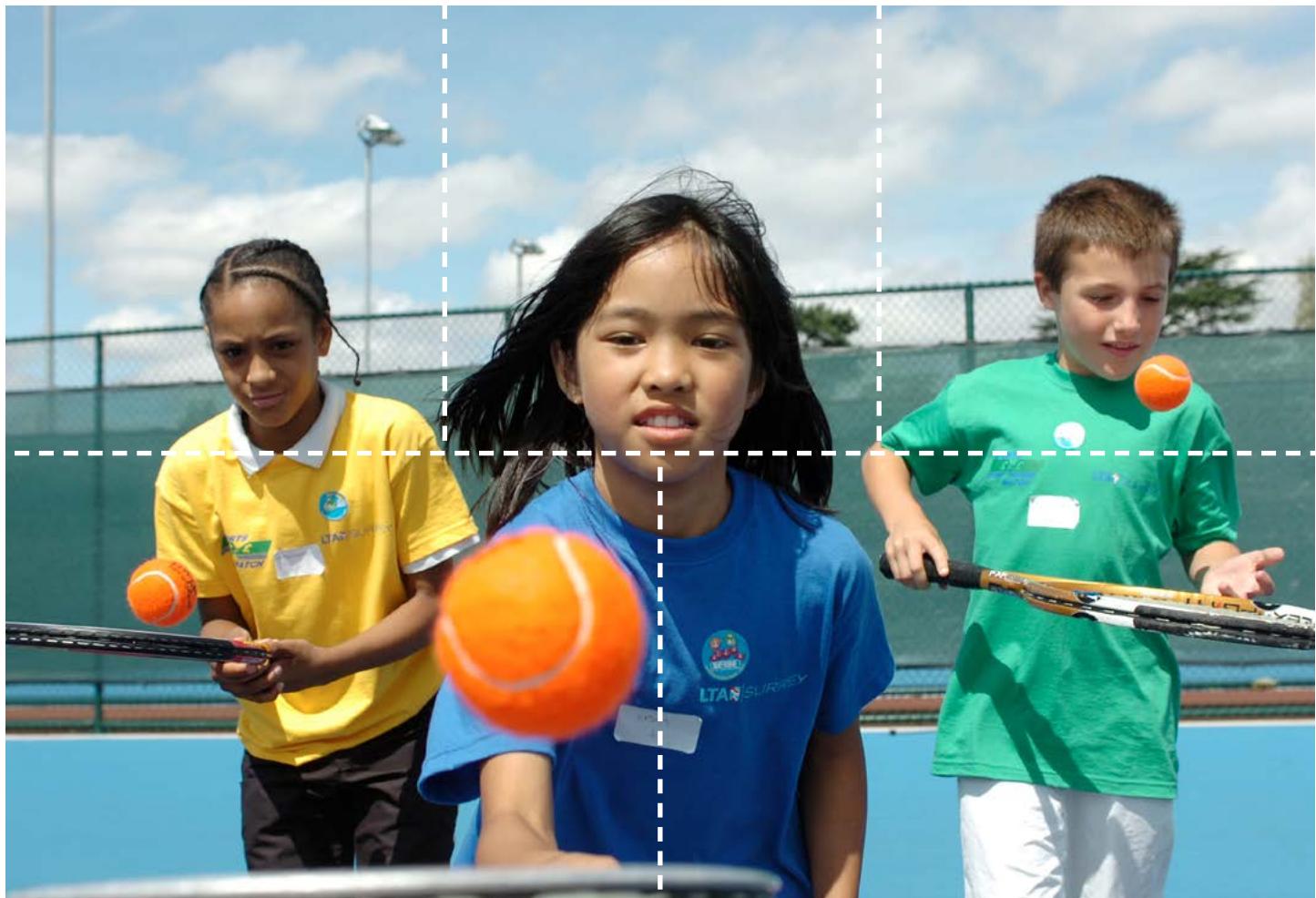
The rules are:

- There is to be no talking
- Children can only give pieces to fit their puzzle, they cannot ask for pieces (even through mime or pointing).
- Anyone found pointing or asking (even using body language) will automatically disqualify their team from winning although they will be allowed to carry on.
- Declare the first team to finish the winners, and then when all have completed, discuss teamwork particularly in the light of sport.

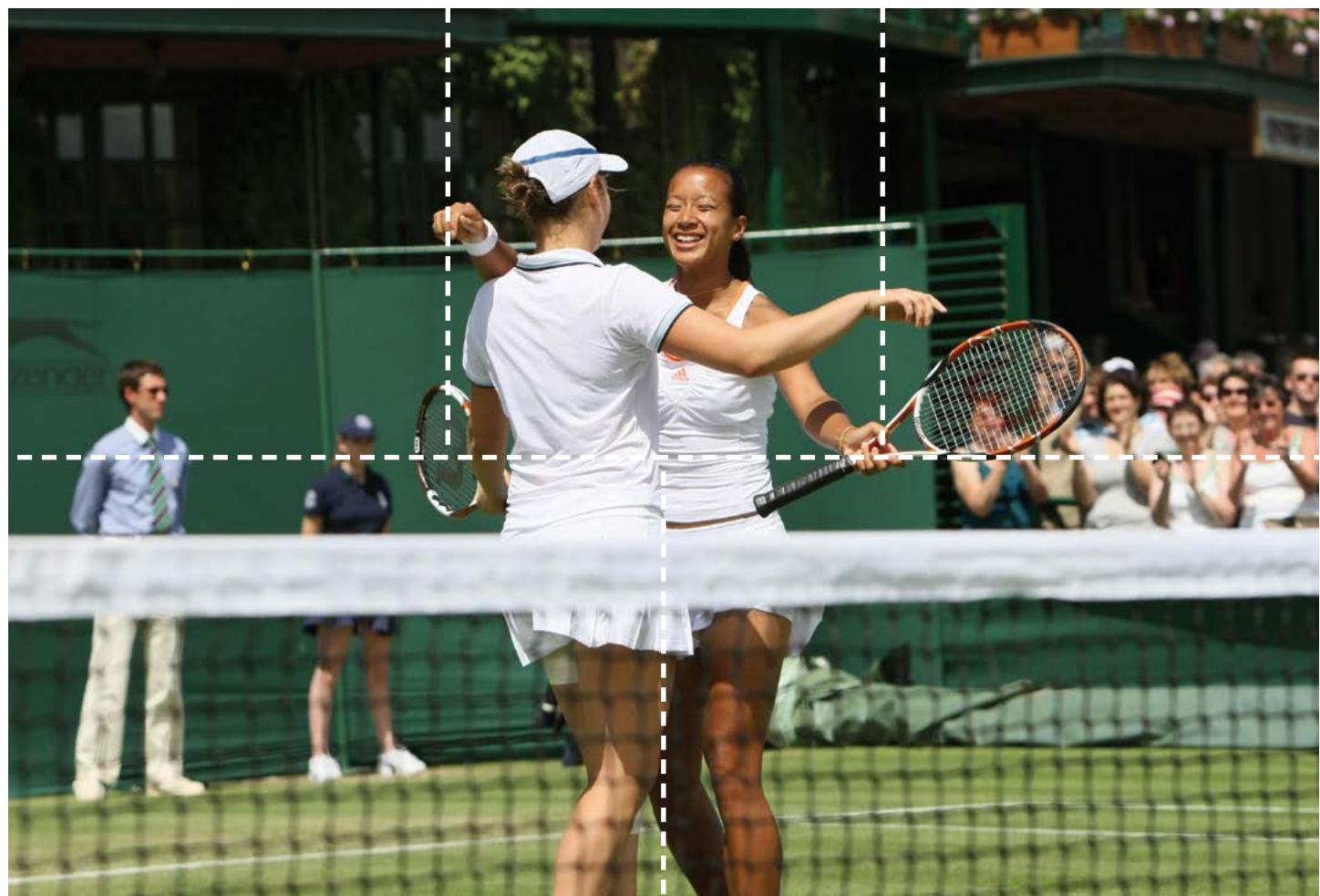
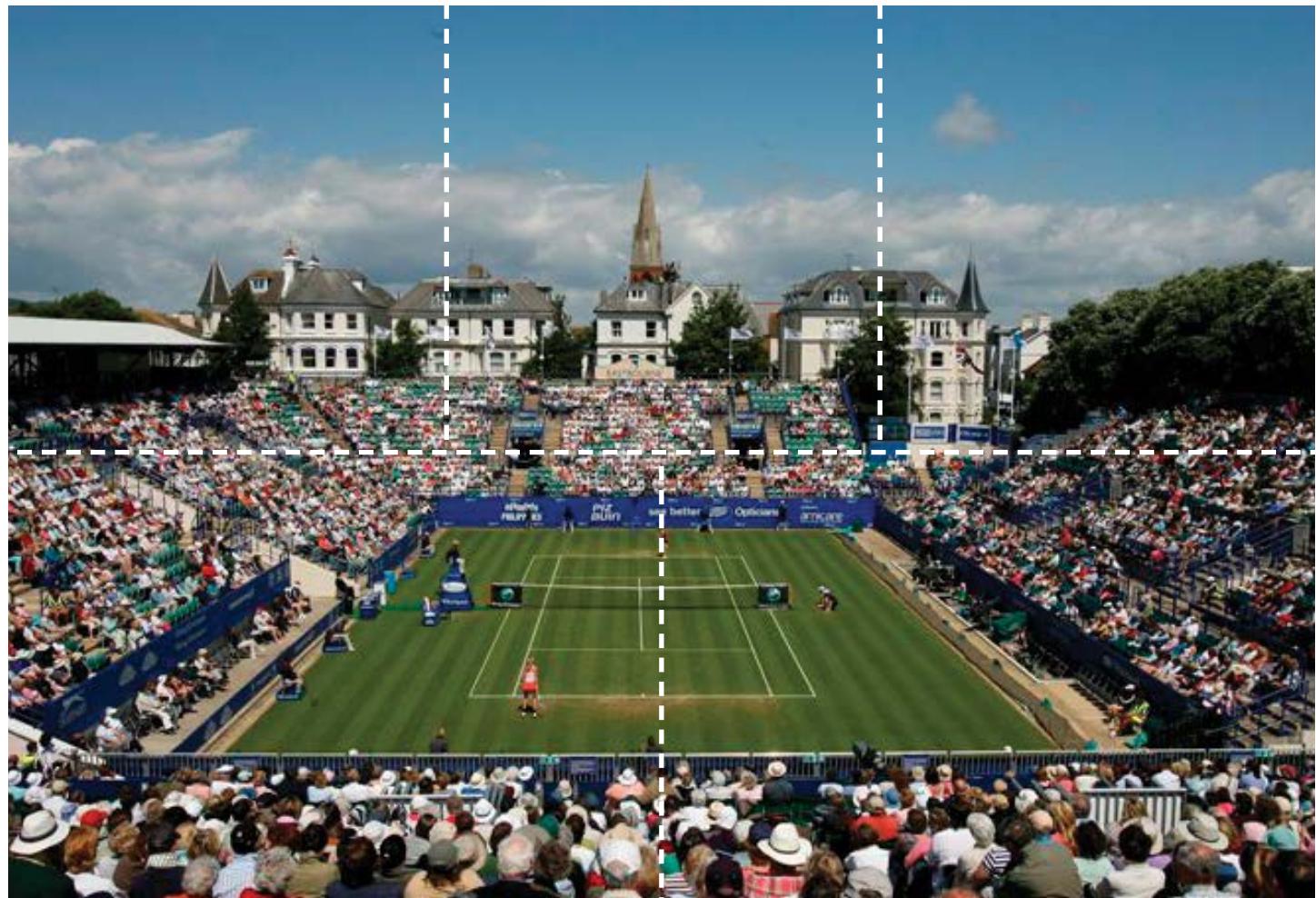
Helpful Hints

It is very interesting to observe which children take a lead, which children can work in a team and which children sit back and allow themselves to be organised (useful for report writing evidence)!

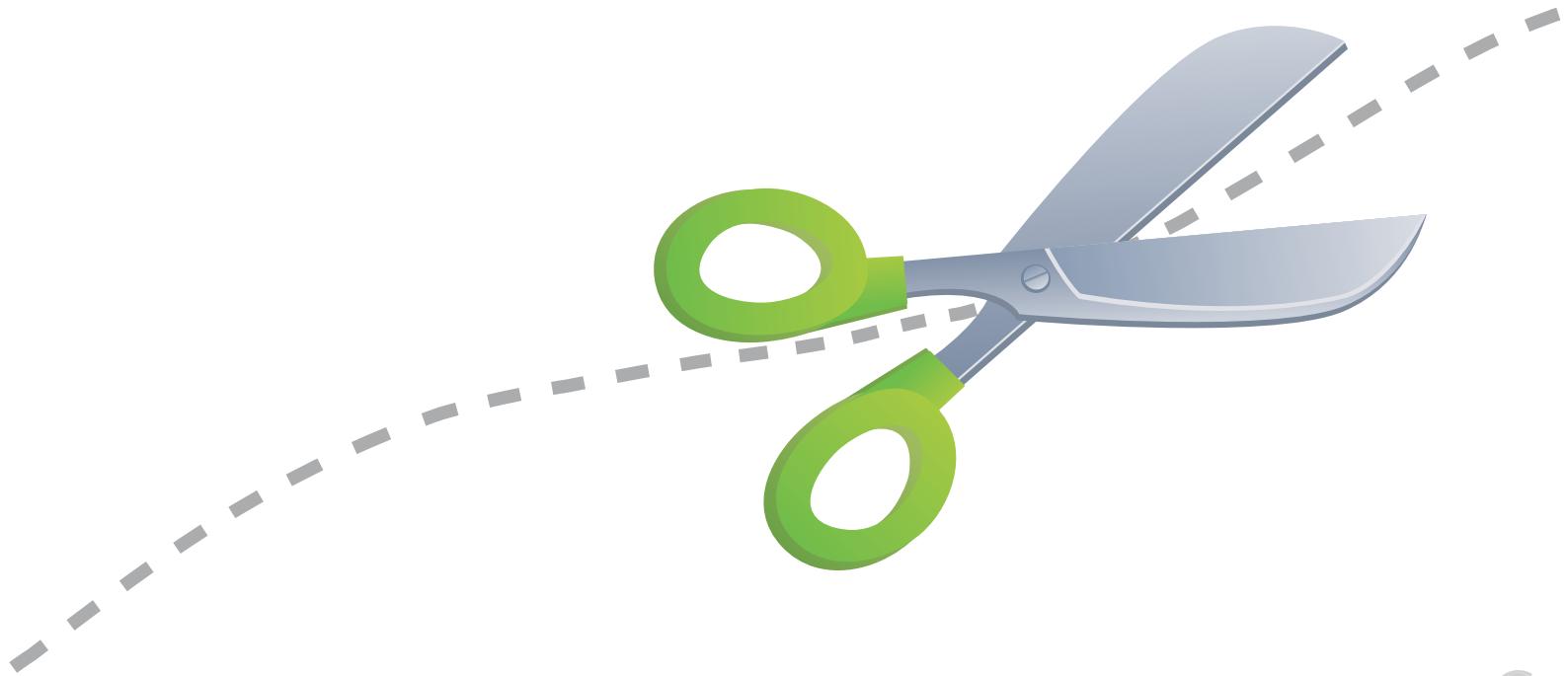
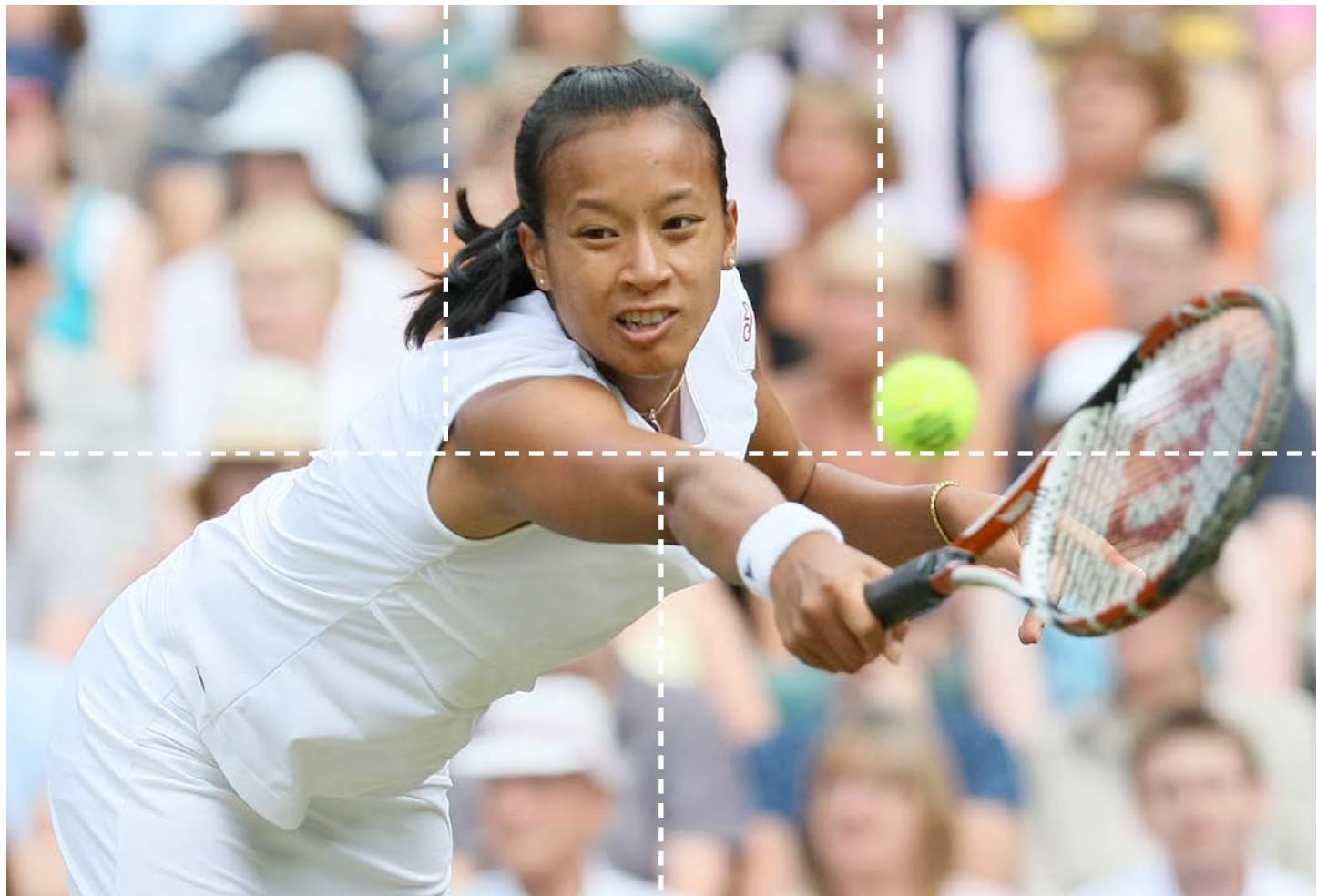
CUT OUT each photo To make a jigsaw!



CUT OUT each photo To make a jigsaw!



CUT OUT THE PHOTO TO MAKE A JIGSAW!



The Truth is out There

Lesson Objectives

- To locate various safe web sites on the Internet.
- To scan the sites and find out answers to a tennis quiz.

This quiz can be used in two ways:

- It can be led by a teacher, encouraging discussion and predictions to the answers, before searching the sites.
- Alternatively, the children could work individually, or in pairs, on a computer suite.

Answers

1c, 2a, 3b, 4b, 5b, 6c, 7c, 8a, 9a



The Truth is out There

Name _____

Tennis is a world wide sport and through the internet, all the information you need can be at your fingertips. To test your tennis web skills, use the internet addresses below to find out the answers to the following questions:

1

What speed is the fastest serve ever recorded in the Men's Game?

- A. Between 50 and 100 miles per hour
- B. Between 100 and 150 miles per hour
- C. Between 150 and 200 miles per hour

Search for the latest answer on:

www.google.com - Tennis Fastest Serve

2

What are the dates of this year's Wimbledon Championships?

- A. 22nd June to 5th July
- B. 5th July to 12th July
- C. 5th July to 19th July

www.wimbledon.org

3

What has just been built on the Centre Court?

- A. A clay court
- B. A sliding roof
- C. 2000 more seats

www.wimbledon.org

4

How many bounces are players allowed in wheelchair tennis?

- A. 1
- B. 2
- C. 3

www.tennisfoundation.org.uk and click on 'disability tennis', then 'wheelchair tennis'

5

What does USTA stand for?

- A. Underarm Serving Tennis Aces
- B. United States Tennis Association
- C. United States Tennis Ace

www.usta.com

6

Mini Tennis is a great way to start tennis when you are young. What are the different colours of Mini Tennis?

- A. Green and blue
- B. Red, white and blue
- C. Red, orange and green

www.lta.org.uk

7

What height is the net on a Mini Tennis Red Court

- A. 48 cm
- B. 88 cm
- C. 80 cm

www.lta.org.uk

8

What age is Orange Ball Tennis played?

- A. Ages 8 and 9
- B. Ages 6 and 7
- C. Age 10

www.lta.org.uk



9

An orange tennis ball will bounce...

- A. Lower than a green tennis ball
- B. Higher than a green tennis ball
- C. The same as a green tennis ball

www.lta.org.uk

10

Mini Tennis coaching may happen near you!
Where is the nearest tennis club to your school?

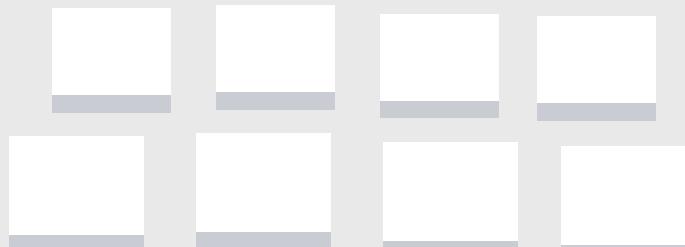
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www.lta.org.uk

If you have finished and there is time, the children can look at the court diagrams of the different sizes of Red, Orange or Green courts that are shown at: www.lta.org.uk

Why not try to create a design or logo based on rackets and balls, which could be used on books, paper, bags and textiles?

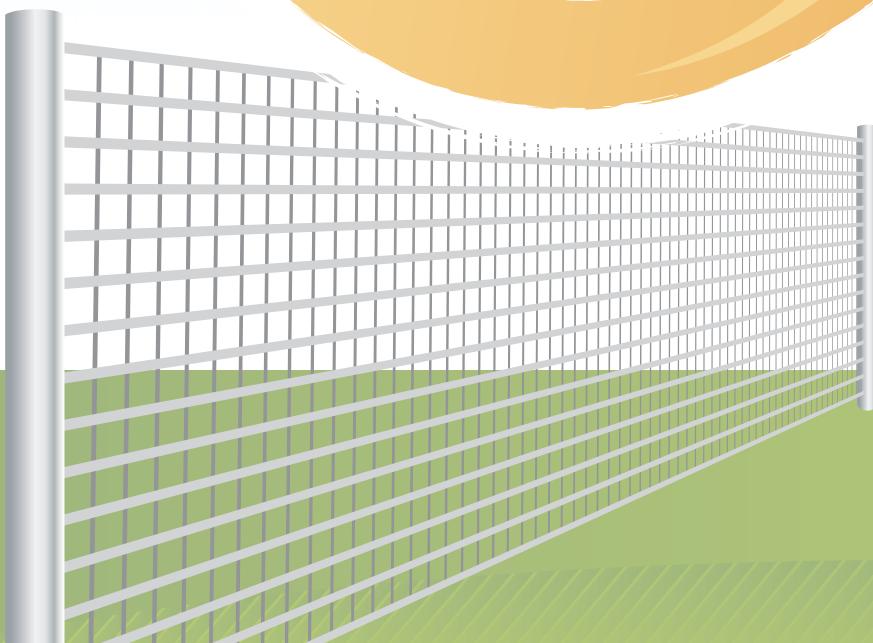
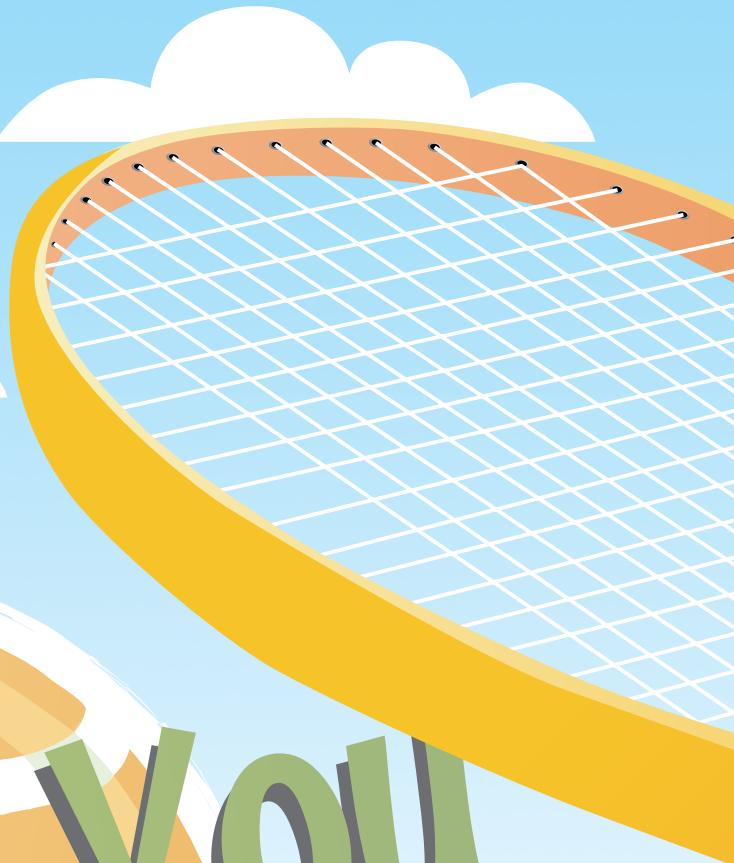
Use the colours of Red, Orange and Green Mini Tennis.





Thank You

We hope you have a great week
exploring the sport of tennis!







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