MLC Tennis Hot Shots in schools
# Contents

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to MLC Tennis Hot Shots in schools</td>
<td>3</td>
</tr>
<tr>
<td>Safety and class management</td>
<td>3</td>
</tr>
<tr>
<td>What equipment and surface is required?</td>
<td>4</td>
</tr>
<tr>
<td>Differentiate lessons using the ACE process</td>
<td>5</td>
</tr>
<tr>
<td>Outline of the MLC Tennis Hot Shots in schools resource</td>
<td>6</td>
</tr>
<tr>
<td>National health and physical education curriculum</td>
<td>6</td>
</tr>
<tr>
<td>Approaching students with disabilities</td>
<td>7</td>
</tr>
<tr>
<td>Enhancing school to community links</td>
<td>11</td>
</tr>
</tbody>
</table>

## Lesson plans

- One - Fun taster session                                                  | 12   |
- Two - Introducing a rally                                                  | 15   |
- Three - Exploring the serve                                                | 17   |
- Four - Exploring volleys                                                   | 20   |

## Optional session ideas

- a - Tennis challenge                                                      | 22   |
- b - Games session                                                         | 23   |
- c - Travel to the local club                                              | 25   |
Introduction to MLC Tennis Hot Shots in schools

The following MLC Tennis Hot Shots in schools guide outlines a program designed for Grade 3 and 4 children but can be adapted for all primary school ages. This guide also incorporates handy tips to consider when delivering a tennis program and outlines the pathway for MLC Tennis Hot Shots in schools.

The MLC Tennis Hot Shots in schools program is four weeks in duration; however there is an option to conduct additional sessions/competitions where applicable.

MLC Tennis Hot Shots in schools aims to extend the development of fundamental motor skills and build on perceptual motor skills that are central to playing tennis and sport in general.

The MLC Tennis Hot Shots in schools focuses on building self sufficient tennis play – being able to rally and play the game. The program aims to reward students with the physical and social benefits that the game of tennis offers.

Preferred delivery of MLC Tennis Hot Shots in schools

1. Delivery via a Tennis Australia qualified coach should always be considered. Coaches have tennis expertise and meet insurance and screening requirements. Coaches are also able to create the best opportunity for schools to link with clubs.

2. A school teacher can deliver the lessons with the ‘easy to follow’ lessons and DVD.

Safety and class management

The following should be considered for all tennis sessions:

**Safety**

- Ensure the session takes place in a safe and healthy environment. The teacher/coach must be a firm leader on this aspect of the session. Accidents and injuries can be minimised by closely scanning the tennis environment and maintaining control of the session.
- Ensure the court surface is dry, clean and clear of foreign objects.

**Class management**

- Spread students out to avoid them being struck by racquets or balls.
- Construct activities in a way that minimises the chances of students being hit by a ball from another student.
- Ensure students have sufficient space to practice swings.
- Place left-handers in appropriate positions to avoid racquet collisions with right-handers.
- Ensure balls are regularly cleared from the court surface to prevent students from stepping on them.
What equipment and surface is required?

Each student requires a tennis racquet (preferably a 23 inch size) or if this is not possible, students can take turns using a paddle bat or hand. Students should be using red or orange low compression balls (25–50 per cent compression of a yellow tennis ball). Low compression balls bounce lower and slower allowing students more time to execute the shot with control. Modified nets (three metres in length) are recommended, however are not essential. Students can play over benches, bins, long pieces of string etc. See picture below:

All lessons need to be delivered on a hard flat surface such as a school yard or tennis court. If modified courts need to be marked out this can be done with drop down markers or drawn with chalk. Court sizes can be set up three metres wide by eight metres in length or six metres wide by 11 metres.
Differentiate lessons using ACE process

In each class there may be a diverse range of abilities where activities need to be made easier or more challenging for particular students. Using the ACE process, activities within each lesson can be adapted and modified.

<table>
<thead>
<tr>
<th>Activity</th>
<th>The activity can be changed or modified to increase/decrease the difficulty of the activity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children</td>
<td>The amount of students involved will increase/decrease the difficulty of the activity.</td>
</tr>
<tr>
<td>Equipment</td>
<td>The equipment being used will increase/decrease the difficulty of the activity.</td>
</tr>
</tbody>
</table>

| Activity | • Change the distance students have to run, throw, aim or hit to.  
|          | • Increase or decrease the playing area used for the activity.  
|          | • Allow some students more time to perform/succeed in the activity.  
|          | • Increase or decrease the size of the target area.  
|          | • Simplify the rules. |
| Children | • Individually in a small, open or restricted space.  
|          | • In pairs with the same or different roles.  
|          | • In teams with the same or differing abilities. |
| Equipment | • Red and orange low compression tennis balls and sponge balls are lighter and travel slower.  
|          | • Larger balls are easy to catch.  
|          | • Racquets – appropriate size is important.  
|          | • Paddle bats – larger surface area, lighter to hold.  
|          | • Hands – easier to hit with no implement.  
|          | • Hoops, cones, lines, drop down markers – larger target increases the chance of success.  
|          | • Nets - ropes, benches, lines and lowering the height simplifies the activity. |
Outline of the MLC Tennis Hot Shots in schools resource

This resource provides lessons and ideas to assist your delivery of the program.

National health and physical education curriculum

The MLC Tennis Hot Shots program has been developed by qualified coaches and practicing teachers to ensure each lesson contributes to the health and physical education framework/syllabus for students in Grade 3 and 4.

### Movement and physical activity

- Students demonstrate basic movement skills using equipment in play and simple games.
- Develop fundamental skills in different types of physical activity – overarm throw or a double-handed strike.
- Apply and transfer fundamental movement skills in minor games.
- Participates and uses equipment in a variety of games and modified sports.
- Confidently performs and repeats movement sequences with control, balance and coordination.
- Creation of simple coordinated movement sequences that utilise a variety of motor skills and movement patterns.

### Knowledge, understanding and dispositions of health and physical education

- Students observe rules and demonstrate working collaboratively with others in play.
- Students suggest how people and the availability of facilities influence choices relating to physical activity.
- Students identify the effects physical activity has on the body.
- Students identify how skill and physical activity influence participation.
- Students understand and demonstrate concepts and values of fair play.
- Students understand the role of officials in a game situation.
Approaching students with disabilities

Sport and physical activity is a part of Australian culture and a way of life. This is no different for people with disabilities.

It is useful to consider the following:

1. Is there a disability?
2. Is there/does there need to be a disadvantage?
3. What can be done to minimise the disadvantage?

For example:

<table>
<thead>
<tr>
<th>Disability</th>
<th>Disadvantage</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>A legally blind child</td>
<td>Has difficulty following visual instruction resulting in limited access to</td>
<td>Implement alternate teaching strategies where emphasis is placed on</td>
</tr>
<tr>
<td></td>
<td>tennis opportunities?</td>
<td>spoken feedback and manual demonstration</td>
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</table>

This will help you consider if there is any disadvantage present as well as helping you start to consider solutions.

TREE is an instant way of remembering how to modify the activity.

1. **T** – Teaching style – in teaching the various tennis skills there are a number of alternative techniques or different types of cues (visual, verbal, tactile) that may be used to cater for different learning styles and preferences e.g. use a range of cues – verbal, visual and tactile, use a questioning approach rather than telling/instruct and ask players to pair up and coach each other.

2. **R** – Rules – the rules of the game or activity can be constantly modified. Rules should be redefined to enhance the chance of participant success in an activity. Remember, if the activity is not engaging the participant then change the conditions or the rules e.g. allow students to hit the ball after two or three bounces initially and when players start off, always feed off a bounce.

3. **E** – Equipment – using a range of tennis-related equipment to enhance participation e.g. use larger or brighter balls, use lighter and softer balls (sponge, balloons, beach balls), use shorter lighter racquets, use racquets with larger heads, lower the net or do not use a net, use brightly coloured cones to mark out the boundaries of the court and use low compression balls.

4. **E** – Environment – tennis activities need not be played on a tennis court. Game based approach activities, in particular, may be played on an oval, park, indoors, on squash courts and so on. You can vary the distance (i.e. stand closer to the net), vary speed (slower), use part of court only, play on a surface other than a court or play indoors.
Inclusion and Integration

The terms inclusion and integration describe the process by which people with disabilities are placed in regular physical activity programs. An inclusive tennis program should be the regular tennis program that does not need constant change to accommodate certain individuals. Inclusion means recognising individual differences and providing for those differences by adapting programs when necessary. These adaptations should be viewed as temporary. This does not mean that a certain modification will stop, but that it will become accepted as a part of regular coaching progressions.

When adapting the tennis activity it is important that the teacher/coach ensures fair participation of all students. A few useful tips:

- Identify the goals of the activity that are important for the whole class and then recognise the aspects that are inflexible and flexible.
- Introducing different ways of participating in an activity can challenge other able-bodied students.
- Use role models e.g. Paralympians as well as Olympians.
- Focus on what the student can do in their range of motion, degree of strength etc.
- A basic knowledge of the student’s disability, in particular how it impacts their physical movement, is essential.
- Provide opportunities for students to participate at their own pace and level e.g. bouncing the ball on the racquet.
- Allow different levels of point scoring e.g. wheelchair players are allowed two bounces even at the elite end of the spectrum.
- Establish links with national and state disability sport organisations e.g. Wheelchair Sports Australia, AUSRAPID, Special Olympics, Deaf Tennis Australia etc.
- Encourage all students to work together.

Note: as skill levels increase, the modifications will need to be altered to allow for continued development in skill acquisition.

"Other people’s attitudes and comments can often make us feel disabled in a way that the disability itself does not. Most of us, on a daily and continuing basis, are reminded that we are seen as different and it is this loss of anonymity in a crowd that we regret so keenly." – Morris (1989)  

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Intellectual and learning disabilities

Teaching style
Use fewer verbal instructions so the students can start the activities quicker. Ask students questions that engage them in the activity. Break the activity into small steps so that they are easy to follow and demonstrate the skill frequently. Use circuit activities to allow students to progress at their own level and pace.

Rules
Change activities regularly to limit the opportunity of boredom to set in. Use markers to indicate the score if students have trouble remembering it. Use a buddy system. Allow more bounces.

Equipment
Use softer balls which do not move as quickly through the air and may be easier to track. The balls will also bounce lower making it easier for the student to hit. Use large and bright coloured targets.

Environment
Start students closer to the net as this may increase the student’s chance of success and thus enjoyment of the activity.

Physical disability

Teaching style
Use a game based approach which develops a student’s whole game, rather than segmenting and learning each shot in isolation.

Rules
Create scoring zones – allocate different point scores if the ball bounces in specific areas. An amputee will utilise their racquet for the projection of a serve. Use a buddy system. Change running or skipping to wheeling or rolling. Allow more bounces.

Equipment
Students may benefit from using a longer racquet or one with a larger head.

Environment
Instead of using the full court, the opponent can only rally to a limited area on the court (e.g. only to the forehand side, ball must bounce beyond the service line to be in play) while the student with a disability can hit to the entire singles and doubles area.
### Hearing impaired

#### Teaching style
Attract the student’s attention by either touch or by vibration (e.g. waving the tennis racquet in direct eye line). Other useful cues are lip movement, facial expression, body movement and natural gestures.

#### Rules
If playing points, hand gestures to indicate scoring will need to be utilised. Encourage other students to also do this. Use a buddy system.

#### Equipment
NA

#### Environment
Position yourself four to six feet away and directly in front of the student when communicating to restrict eye strain.

### Vision impaired

#### Teaching style
Refrain from written material. Demonstrate a skill and provide a mental image of the body action either verbally or by physical guidance.

#### Rules
Remember to verbally communicate all scoring. Use a buddy system. Allow more bounces.

#### Equipment
Should be highly visible (e.g. large orange balls may be useful). Use equipment that has sound (e.g. bell inside a ball or a balloon). If sunglasses are available, ask the entire class to use them in an activity.

#### Environment
Wear contrasting colours to the sporting environment (e.g. dark coloured clothes against a white wall allows for easy and immediate recognition). Keep the sporting environment free from obstacles at ground level, on adjacent walls and at head height. Ensure that there is sufficient space among students.
Enhancing school to community links

Strategies for schools to enhance school to community links

- Nominate a teacher who is prepared to be a contact for the local tennis club/centre or association.
- Ask your State Tennis Association for contact details of your local club/centre if you are unsure.
- Contact your local club/centre to discuss how you can work together to provide better tennis opportunities for your students to transition from school sport to community sport involvement.
- Ask the club coach to meet with teachers prior to conducting the lessons. They will be able to provide support on skills and the delivery of lessons.
- Enquire whether your school can utilise the club/centres facilities during or after school.
- Obtain information about the local tennis club and its programs to distribute to all students.
- Invite someone from the club to come and speak about tennis and what the club offers.