MLC Tennis Hot Shots in schools
# MLC Tennis Hot Shots in schools

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## Lesson plans

- One - Fun taster session  
- Two - Introducing a rally  
- Three - Exploring the serve  
- Four - Exploring volleys  

## Optional session ideas

- a - Tennis challenge  
- b - Games session  
- c - Travel to the local club
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>
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</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.

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

<table>
<thead>
<tr>
<th>Knowledge, understanding and dispositions of health and physical education</th>
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<tbody>
<tr>
<td>• Students observe rules and demonstrate working collaboratively with others in play.</td>
</tr>
<tr>
<td>• Students suggest how people and the availability of facilities influence choices relating to physical activity.</td>
</tr>
<tr>
<td>• Students identify the effects physical activity has on the body.</td>
</tr>
<tr>
<td>• Students identify how skill and physical activity influence participation.</td>
</tr>
<tr>
<td>• Students understand and demonstrate concepts and values of fair play.</td>
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<tr>
<td>• Students understand the role of officials in a game situation.</td>
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</table>
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:

- Is there a disability?
- Is there/does there need to be a disadvantage?
- What can be done to minimise the disadvantage?

For example:

- A legally blind child
  - Has difficulty following visual instruction resulting in limited access to tennis opportunities?
  - Implement alternate teaching strategies where emphasis is placed on spoken feedback and manual demonstration

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.

- 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.

- 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.

- 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.

- 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)
### Intellectual and learning disabilities

<table>
<thead>
<tr>
<th>Teaching style</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
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<table>
<thead>
<tr>
<th>Rules</th>
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<tbody>
<tr>
<td>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.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Equipment</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
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<table>
<thead>
<tr>
<th>Environment</th>
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</thead>
<tbody>
<tr>
<td>Start students closer to the net as this may increase the student’s chance of success and thus enjoyment of the activity.</td>
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</tbody>
</table>

### Physical disability

<table>
<thead>
<tr>
<th>Teaching style</th>
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<tbody>
<tr>
<td>Use a game based approach which develops a student’s whole game, rather than segmenting and learning each shot in isolation.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Rules</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
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<table>
<thead>
<tr>
<th>Equipment</th>
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</thead>
<tbody>
<tr>
<td>Students may benefit from using a longer racquet or one with a larger head.</td>
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<table>
<thead>
<tr>
<th>Environment</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
**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.

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**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.
Lesson one - Fun taster session (45–60 minutes)

Learning objectives:
- develop spatial awareness, coordination and agility
- develop hand-eye coordination
- strike a ball with a racquet
- enjoy a fun introduction to tennis.

Warm-up – Tails (10 minutes)

Equipment: sashes/bibs/tag belts or torn up material strips.

1. Students tuck sashes into the side of their shorts/skirts.
2. Students spread out around the court.
3. Students attempt to steal the sashes from other students without having their own stolen.
4. Check how many sashes each student has stolen.

Skill development (20–30 minutes)

Equipment: one racquet and ball per student, hoops, watch for timing, nets (alternatively you can use a string, line bench or bins to hit over).

Racquet and ball control
1. Walk/jog/hop while balancing a ball in the middle of the racquet.
2. Roll a ball around the racquet without losing control, clockwise and anti-clockwise.
3. Bounce a ball into a hoop on the court and try to hit it 20 times.
4. Bounce a ball up on the racquet with control with the top of the bounce being at eye level (palm facing the sky).
5. Bounce ball on the backhand with control with the top of the bounce being at eye level (palm facing down).
6. Alternate bouncing the ball on the backhand then forehand side of the racquet.
Self and target rally
1. Individually, students hit a ball up into the air (about eye height) allowing it to bounce on the ground before hitting it up again. Students count the number of self rallies.
2. To encourage control, place a hoop on the ground for the ball to bounce in.
3. In an open space, students rally with a partner allowing the ball to bounce once between them. Students count how many strokes they hit in two minutes.

Throw, bounce, hit, catch
1. In pairs, one student feeds the ball with an underarm throw over the net for their partner to hit back.
2. The thrower should then attempt to catch the ball after one bounce out in front at waist height to simulate the impact position. Change roles. Introduce a hoop/target area to develop accuracy.
3. Students count how many times they can hit the ball into a hoop/target area in one minute.

Rallying over a net
1. Ask the students, what is a rally?
2. Demonstrate a short rally involving a bounce hit serve and return. Allow students time to explore this on their own court. Use markers as targets.
3. Students attempt small rally exchanges over the net.
4. Students count their longest rally in a two minute period. If time permits, students change partners and repeat exercise. Record rally results.

Teaching points:
• ready position
• circular swing with shoulder turn
• students swing forward from low to high
• follow through over opposite shoulder
• develop a rally; students should throw the ball in front of their partner and to the appropriate side.
Warm down/concluding activity (15–20 minutes)

Equipment: one racquet per student, balls and nets.

King/queen of the court
1. Students go to a court with a partner and start playing points.
2. On a stop signal, the coach/teacher announces which end is the home of the king/queen.
3. The students with the most points move one court in the direction of the king/queen court and the students with the least points move one court in the opposite direction.

Teaching point
- Students should look for the open space and understand that hitting the ball to a space places their opponent under pressure while allowing them time to recover.

Low on racquets and nets? Students at the opposite end of the court to the king/queen play hand ball over a line. As students progress a net and racquet are added in.
Lesson two - Introducing a rally (45–60 minutes)

**Equipment:** racquets, balls, nets (tape) cones.

**Learning objectives:**
- develop hand-eye coordination while moving
- strike a ball with a racquet
- perform and develop rallying a ball with a partner.

**Warm-up – Clumps (10 minutes)**
1. Students spread out in a designated playing area.
2. On the teachers signal the students jog around in and out of open space.
3. The teacher calls out a number and the students have to form a group of that number.
4. If a student does not find a group they need to hide behind another group.
5. Repeat the activity with students hopping, skipping, jogging backwards and jumping.

**Ball and racquet control**
One group at a time students collect a racquet and ball and find a space on their own.

**Progressions – In their own space**
1. Students place a ball on the ground and using the racquet make a number 8 around their legs.
2. Bounce a ball down on the forehand side of racquet.
3. Bounce a ball up on the forehand side of racquet.
4. Bounce a ball up on the backhand side of racquet.
5. Bounce a ball up alternating sides.
6. Challenge - Bounce a ball on the side of the racquet.

**Skill development (20–30 minutes)**

**Introduction to basic forehand: throw, bounce, hit, catch**
1. Demonstrate the forehand and go through the teaching points.
2. Students pair up and stand adjacent each other approximately six paces apart. If available make use of lines on the court.
3. One student has a racquet and one student has a tennis ball.
4. A student feeds the ball to their partner with an underarm throw approximately four paces in front of their partner.
5. The student with a racquet hits the ball back to their partner for the partner to catch.
6. Students have 10 attempts at bounce-hit-catch and then swap (catcher becomes hitter and vice versa).
7. Have students score how many successful catches out of 10.
8. Place a hoop in a space between partners and repeat the same activity. Students count how many times they can hit the ball into the hoop.
9. Repeat the above with the backhand.
10. Progress to throwers choice for forehand or backhand if time allows.
Teaching points:
- ready position
- circular swing with shoulder turn
- students swing forward from low to high
- follow through over opposite shoulder.

Rallies
1. Each student has a racquet.
2. Student commences rally with a forehand attempting to land the ball half way between themselves and their partner.
3. Students rally with each other.

Teaching points:
- flight of the ball is controlled via the angle of the racquet face
- allow multiple bounces to promote the length of the rally.

Warm down/concluding activity – Treasure Island (15–20 minutes)
1. Students split into two teams and allow each side to create a team name.
2. Students play points for two minutes – alternating serves every two points.
3. After two minutes total the number of points for each team. The team with the most points gets one item (piece of treasure e.g. cone or ball) in their hoop (island).
4. All students in team 1 rotate one place to the left before starting the next two minutes of play.
5. Keep rotating until either: one team has collected a certain number of “treasures” or all students have played all members in the opposing team.
Lesson three - Exploring the serve (45–60 minutes)

Learning objectives:
- throw a range of soft objects into a target area with accuracy and consistency
- perform an overarm throwing action with balance and control
- use a racquet to perform a serving action in a modified game situation.

Warm-up (10 minutes)

Clean the bedroom
1. Divide students into two teams who stand facing each other on opposite sides of the net. The students are standing in their bedroom and they need to keep it tidy by cleaning up any rubbish (soft throwing implements).
2. Stand by the net and throw rubbish into the air (half on each side). Students need to collect rubbish in their bedroom, move to the back line of the court and throw the ball/bean bag overarm into the other team’s bedroom.
3. Students can only throw one ball/bean bag at a time.
4. Stop after two minutes. The team with the least amount of rubbish wins.
Skill development (20–30 minutes)

**Overarm throws with accuracy**
1. Demonstrate an overarm serve and ask the students to explain the action.
2. Go over teaching points of the over arm throw.
3. Students pair up and design their own target activity.
4. Students aim into the target areas performing an overarm throw. Allocate points for each target.

**Teaching points:**
- eyes are focused on the target throughout the throw
- stand side on and point to the target
- throwing arm at 90 degrees behind the body
- release the ball at a 45 degree angle
- throwing arm follows through down and across the body.
**Ball toss for the serve**
1. In pairs students have one ball and stand by a hoop or rubber dot to practice a ball toss.
2. Using the non dominant arm students practice a controlled ball toss which lands in the hoop area.
3. One student throws a ball straight up with their non-dominant hand, they then throw a second ball with their serving hand in an overarm motion to try and hit the ball in mid-air. The partner awards a point each time the balls collide in the air. After five turns, change over.
4. Ask the students to try a basic serve with a racquet if they are progressing well.

**Warm down/concluding activity (15–20 minutes)**

**Serving in a game**
1. Explore serving in a game up to 11 points.
2. Students start the point with a basic serve with a racquet (or hold the racquet in their non-dominant hand and throw the ball overarm to start the rally).
3. Students quickly swap the racquet to their dominant hand and continue the rally.
4. Students have two serves each and need to win by two points.

*Teaching point:*
- encourage students to throw/serve the ball cross court (i.e. diagonally) to start the point.
Lesson four - Exploring volleys (45–60 minutes)

Learning objectives:
- perform throwing and catching using volley movements
- practice a controlled volley
- progress to a volley-groundstroke rally.

Warm-up (10 minutes)

Volley catches
1. Using hands only, students work in pairs to throw underarm and catch a tennis ball.
2. Children throw the ball underarm for their partner to catch using volley movements.
3. Start with forehand volley movement. Catcher should concentrate on turning upper body and stepping forward with opposite foot to catching hand, use one hand to catch on forehand side.
4. Progress to backhand volley movement. Catcher should concentrate on turning upper body and stepping forward with right foot, using both hands to catch on backhand side.
5. Move on to alternate volley catches where students throw and catch to alternate sides.
6. Introduce a game where students can throw underarm to any section of a designated court and they win a point if the catcher fails to catch the ball on the full. First student to five points wins.

Skill development (20–30 minutes)

Introducing volleys
Demonstrate a volley and talk through the teaching points.

Teaching points:
- ready position, turn, step, hit
- racquet head remains above the wrist/hand
- racquet is out in front and does not go behind the body – no backswing.

Volley into hoop
1. In pairs, students take turns practicing a controlled volley.
2. Place a hoop on the ground for the hitting student to aim into.
3. The ball should be fed with an underarm throw and the volleyer should try and hit the ball into the hoop.

Throw-volley-catch
1. In pairs, students take turns practicing a controlled volley.
2. The ball should be fed with an underarm throw and the volleyer should try and hit their partner a catch at chest height. Catcher should attempt to always catch out in front of their body.

Volley with direction to moving catcher
1. Introduce controlling the volley direction. After the feeder has thrown the ball they move left or right.
2. The student hitting the volleys must direct the ball to the feeder.
Volley-groundstroke rally
1. Allow students the opportunity to try small volley exchanges with one player volleying and the other hitting ground strokes.

Teaching points:
- direction of the ball is controlled via the angle of the racquet face
- keep racquet head up
- contact ball out in front of body
- allow enough room for students to move laterally safely.

Warm down/concluding activity (15–20 minutes)

Racquet skills in a circle
1. Split students into four even teams and ask them to form a circle facing outwards.
2. One student in each team starts with a ball balanced on their racquet.
3. On a start signal, students pass the ball around the circle from one racquet to the next.
4. After one minute call stop and see how many times each team passed the ball around the circle. If the ball drops on the ground, they need to start again.
5. Repeat the activity with students bouncing the ball from one racquet to the next. Students can bounce the ball on their racquet as many times as needed to control the pass.
Optional lessons

a) Tennis challenge

Learning objectives:
- participate with equipment in a modified game situation
- students observe rules and demonstrate fair play
- understand the role of officials.

Mini challenge : Round-robin format (30–40 minutes)

To start play, students use an overarm serve, if they hit a fault the second serve can be a bounce hit serve or overarm throw serve. The server should alternate after every two points.

1. Divide students into two teams and get them to name their team.
2. On a large sheet write the names of the two teams.
3. Using the round-robin sheet students play each other for three minutes. At the end of each game, students call out their team name and score for the teacher or non-participating student to record. At the end of play, add up the points for each team and announce a champion team.

Variation
Play games up to 11 points.
Give bonus points for correct technique or for a tactical theme, such as winning with a volley.
b) Games session

Select the favourite games from the previous lessons or as outlined below and play them all in one session. All games develop movement and physical skills required in tennis and in many other sports.

1. Octopus
   1. All students line-up on the sideline with one student (octopus) in the centre of the court facing them.
   2. The octopus, calls out “octopus” and all the students have to run to the other side of the court without being tagged by the octopus.
   3. If tagged by the octopus, students need to stand still without moving their feet. Their new role is to help tag other students running by using their hands (tentacles).
   4. The last student standing without being caught is the winner. The next octopus should be the last person tagged.

2. Rob the nest
   1. Divide students into even teams and place a hoop or racquet with five balls on it in front of each team. Place one racquet in the middle of all teams with 10 balls on it.
   2. On “go” students take turns to pick up one ball at a time from the middle and place it onto their team’s racquet. When all balls from the centre are gone, students can rob from other teams.
   3. On a signal students stop and count up the balls on their racquet, the team with the most balls is the winner. Repeat the activity with students hopping, skipping or jumping to collect the balls.
3. **Sharks are coming**
1. Select one student as the evil shark, one student the friendly whale and all other students innocent fish. All students move around a marked area balancing a ball on their racquet.
2. The shark moves around trying to touch fish on the shoulder to freeze them. When frozen, fish need to bounce the ball on their racquet until the friendly whale comes to the rescue, by tapping them on the shoulder.
3. Fish also become frozen when they lose control of the ball and it drops on the ground or when they run out of the marked area. After one minute change the shark and whale to other students.

4. **Get out of jail**
1. Split the class into two teams and mark out an area as seen in the diagram.
2. Two members of each team stand in the zone behind the opposing team (they are free from jail).
3. Each team stays in its own half and tries to throw the ball over the other team to the students who are free.
4. If the free students catch the ball, the thrower is also free from jail.
5. When the whole of one team is free from jail, start again.
c) Travel to the local tennis club

Contact the local club and ask if you can arrange a lesson/Challenge event at its courts. View the introduction section to find strategies on how to develop effective school to community links.