



SET ONE

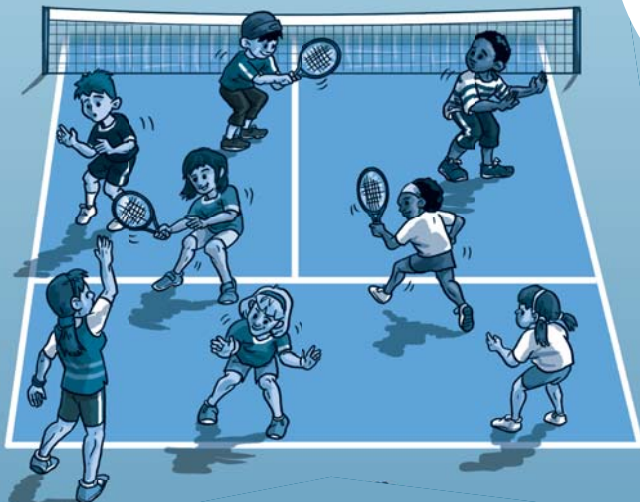
# ACTIVITY CARDS

## SET ONE



## READY STEADY

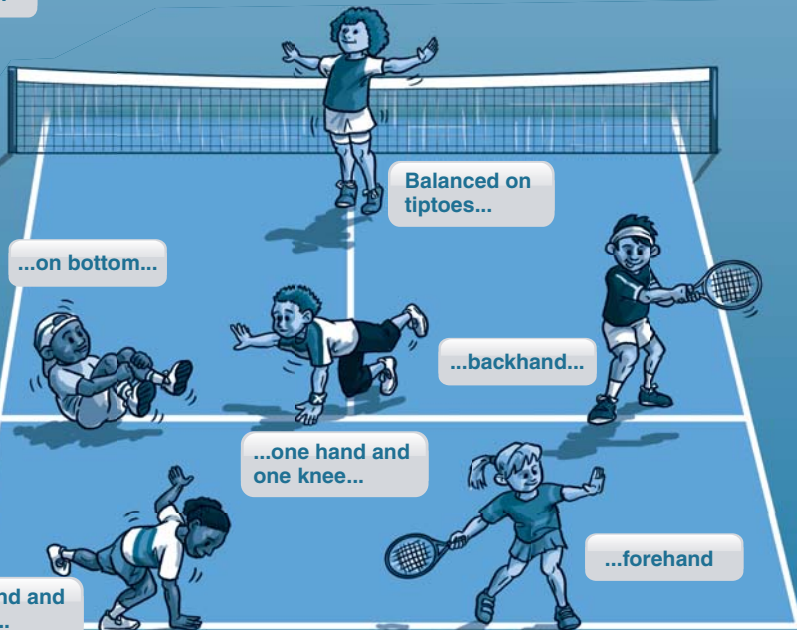
Jog, then get ready...



### QUALITY POINTS

- Coordinate arms and legs when running
- Stop quietly and balanced with knees bent and feet apart
- Head up and still when balancing

...then...



## LEARNING OBJECTIVES

- Run in different directions and stop with control
- Get ready in a balanced position
- Balance on various parts of the body
- Know the names of tennis shots

## ORGANISATION

- Equipment: rackets
- Define the playing area and boundaries
- Position the pupils in the area and demonstrate
- Highlight the need to stay in the area and watch other pupils to avoid collisions

## ACTIVITY

Pupils jog around the court in different directions. On the ready command of the teacher; they stop in a ready position **then run to the nearest line** and balance (steady) in a particular way indicated by the teacher. Do in different ways:

- Without rackets, teacher calls out one foot and one hand, bottom, on tiptoes, one knee and one hand etc. Pupils balance on those parts
- With rackets, teacher calls out forehand, backhand, serve, smash etc. Pupils get into a position as if going to do that shot

### EASIER

- Run and stop on a line with both feet in a ready position
- Stand or jog on the spot, on command of Ready, pupils change to ready position

### HARDER

- Hold the balance positions for different lengths of time

## DISCOVER

- What's the best way to stop when the teacher calls 'ready'?
- Which parts of your body hold you in position when you balance?
- What are you thinking about and where are you looking when you get ready?

## BOUNCE ABOUT

Start in ready position

Bounce with alternate hands...

...while side-stepping...

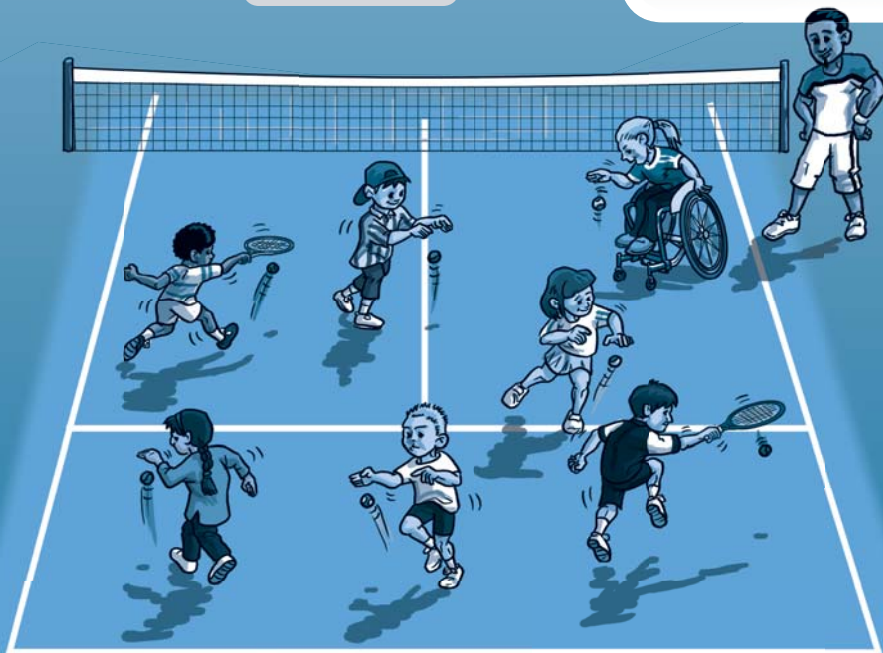
...while hopping...

...while skipping...

Bounce the ball using the racket...

### QUALITY POINTS

- Keep body height the same, not bobbing up and down
- Bounce the ball at around waist height
- Watch the ball and be aware of spaces and other pupils
- Control your racket with a steady wrist





## LEARNING OBJECTIVES

- Move in different directions and awareness of spaces
- Control a ball and watch bounces

## ORGANISATION

- Equipment: balls, rackets for harder activity
- Define the playing area
- Position pupils in the area and demonstrate
- Highlight the need to watch each other to avoid collisions

## ACTIVITY

Pupils move around the area bouncing a ball in basketball dribble style. Move by walking, jogging, sidestepping or walking backwards, keeping control of the ball. Change the action on the command of the teacher, e.g. Ready, left hand, right hand, both hands, alternate hands, skipping, hopping, at the side .

### EASIER

- Use a bigger ball
- Bounce and catch each time
- Bounce with the favourite hand and move slowly

### HARDER

- Change direction on command
- Bounce the ball to different heights
- Use a racket to bounce the ball

## DISCOVER

- Which part of your hands touch the ball?
- Is the ball rising or falling when you first touch it?
- How can you make the ball bounce slower or faster?

# CROSS THE RIVER

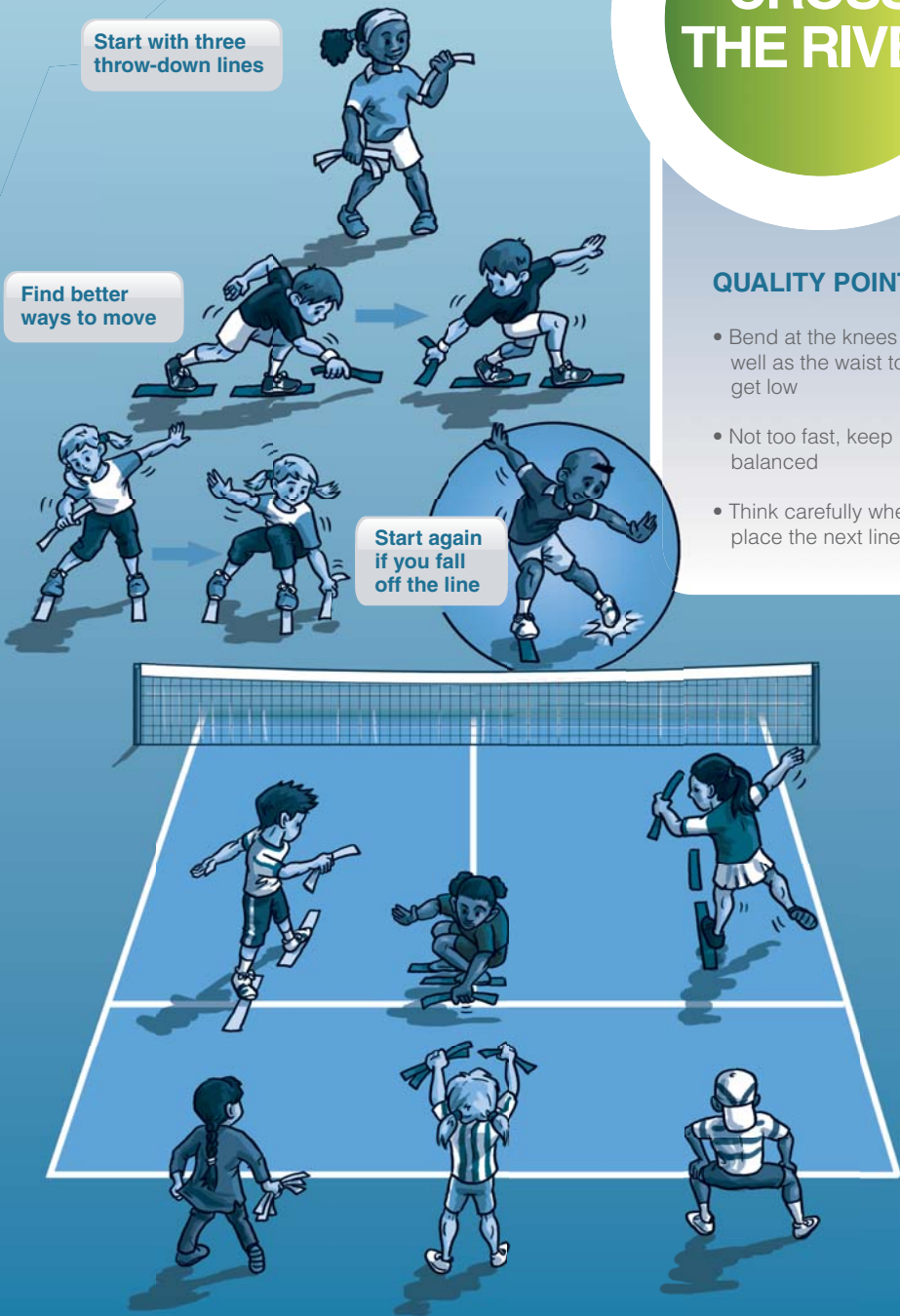
## Start with three throw-down lines

## Find better ways to move

**Start again  
if you fall  
off the line**

## QUALITY POINTS

- Bend at the knees as well as the waist to get low
- Not too fast, keep balanced
- Think carefully where to place the next line



## LEARNING OBJECTIVES

- Balance whilst moving, turning and stretching

## ORGANISATION

- Equipment: throw-down lines
- Set up the river from the baseline to the net
- Position the pupils at the baseline and explain the task. Avoid demonstrating, let them work it out for themselves
- Organise the pupils into 2s with 3 lines each

## ACTIVITY

Ask Pupil 1 to cross the river by creating a pathway using the lines, working out the best way to do it. Pupil 2 then crosses the river. Challenge pupils to get across without stepping off a line and find different ways.

### EASIER

- Pupils have an assistant to help move the lines
- The whole path is laid out using many lines and pupils just cross

### HARDER

- Use 2 throw down-lines
- In 2s pupils cross together using only 3 lines
- Split into teams and race, pupils start again if they step off the line

## DISCOVER

- How far apart do you put the lines down?
- How do you balance when you bend to pick up a line?
- Which is the best way to face?
- Can you find another way to do it?

# ABCs

ABCs

## JUMP SQUARE

MOGULS

Jump from side to side

HOPS

JUMP  
THE  
RIVER

Change foot at the marker

Jump off one foot,  
land on two feet

KANGAROO JUMPS

jump with both feet together

### QUALITY POINTS

- Keep head still and eyes focused forwards on all jumps
- Bend knees for take off and landing
- Get balanced on landing before moving off again
- Keep a good rhythm for repeated jumps

MOGULS

HOPS

JUMP  
THE  
RIVER

KANGAROO JUMPS

## LEARNING OBJECTIVES

- Jump with different take offs and landings
- Land softly, safely and balanced, and ready to move on again

## ORGANISATION

- Equipment: throw-down lines
- Create a large square in the court area with a line marking each corner and lines as prompts for the jumping activity
- Position the pupils outside the area and demonstrate the jumps along each side of the square
- Organise the same number of pupils at each corner

## ACTIVITY

Pupils jump the side of the square to the corner. The pupil at the front of the line waits until the person jumping the line behind them reaches their corner before setting off. Each side of the square is different:

**JUMP THE RIVER:** run then jump taking off on 1 foot landing on 2 feet then run on to the end

**MOGULS:** 2-footed jumps zigzagging along the track

**HOPS:** hop on 1 foot to the middle then on the other to the end of the track

**KANGAROO JUMPS:** 2-footed jumps along the track

### EASIER

- Go slower
- Start with 2 sides of the square and gradually add more

### HARDER

- Make the activity faster and more dynamic
- Create more difficult activities e.g. combination of jumps such as hopscotch, star jumps
- In a team count how many times the pupils go round a square in a set time

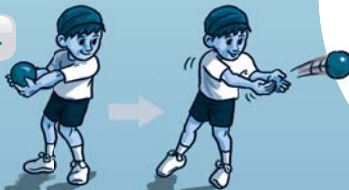
## DISCOVER

- What do you do before you jump?
- How do your arms help you to balance when you are hopping or jumping?



## THROW AND GO

Throw from forehand side...



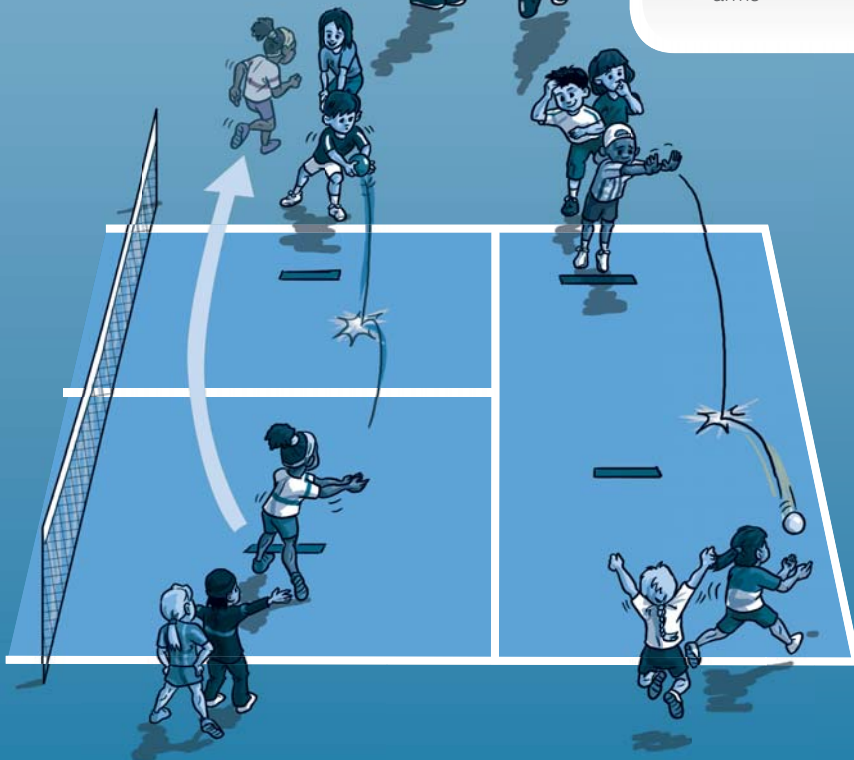
...backhand side...

...or overhead



### QUALITY POINTS

- Stop and balance before throwing
- Turn the body keeping the head still and shoulders level
- Follow through with arms



## LEARNING OBJECTIVES

Pupils learn how to:

- Turn the body to throw
- Balance whilst turning

## ORGANISATION

- Equipment: big balls, throw-down lines
- Set up a track for each group of 4/5 pupils
- Position the pupils at the side of a track and demonstrate
- Organise pupils on each track, 2/3 at one end and 2/3 at the other

## ACTIVITY

Pupil 1 runs a few steps forward to the line, stops and throws the ball using 2 hands and a sidearm action. The ball bounces in front of the pupil at the other line, who catches it.

Pupil 1 then runs across the court to join the back of the line just thrown to.

Pupils continue to catch, run, throw and run to the back of the opposite line.

Use a variety of throws – forehand side, backhand side, overhead throw, chest throw.

### EASIER

- Pupils start from the throwing position rather than moving to it
- Roll a big ball or small ball

### HARDER

- Throw to a target area
- Add a more complex movement to the run e.g. cross over steps or a zigzag of cones
- Throw so the ball does not bounce for the catcher

## DISCOVER

- What's the best way to stop when the teacher calls 'ready'?
- Which parts of your body hold you in position when you balance?
- What are you thinking about and where are you looking when you get ready?

# ABCs

ABCs

## HIGH, MIDDLE & LOW

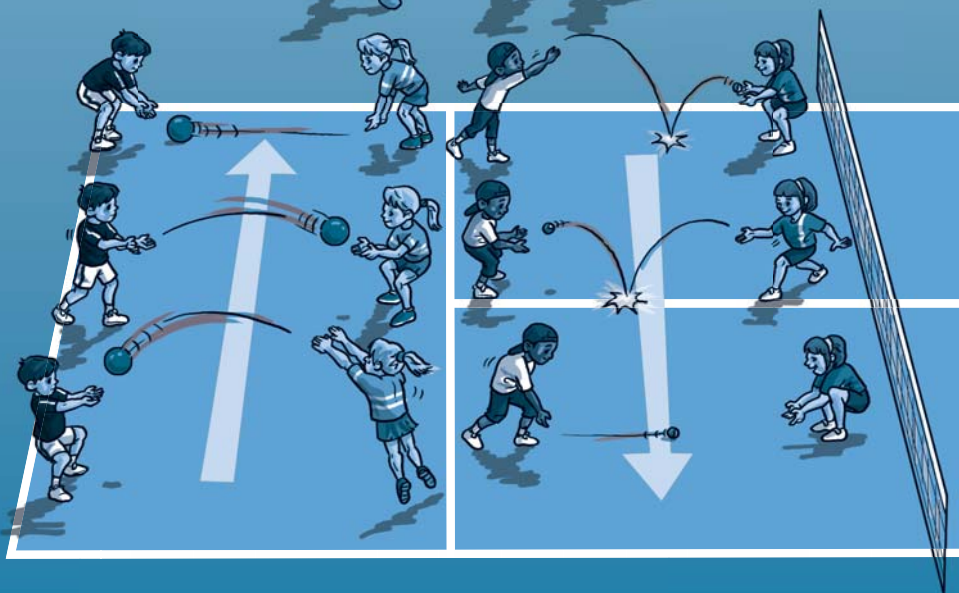
With a tennis ball  
let the ball bounce

With a big ball  
use 2 hands and  
no bounces

Throw in sequence -  
high, middle, low

### QUALITY POINTS

- Get ready with feet apart and hands ready
- Work out the movement of the other pupil and send the ball ahead
- Catch the ball in front of your body



## LEARNING OBJECTIVES

- Track the height of an approaching ball
- Change body height to receive a ball
- Balance whilst turning

## ORGANISATION

- Equipment: balls, big balls
- Use the width of a Red court or equivalent and position pupils at the side to demonstrate
- Organise pupils into 2s on a sideline

## ACTIVITY

Pupils move sideways facing each other 1m apart and throw a ball to each other. First they throw the ball above the head (High), then at waist height (Middle), and then roll it along the floor (Low). Pupils continue throwing in this sequence. On a Teacher command pupils change direction. Do the activity in 2 ways:

- Throw and catch with no bounces with a big ball and 2 hands on the ball
- Throw and catch with bounces with a Mini Tennis ball with 1 hand for throwing and 2 hands for catching

### EASIER

- Stand still and throw
- Start with just high and low, and add middle

### HARDER

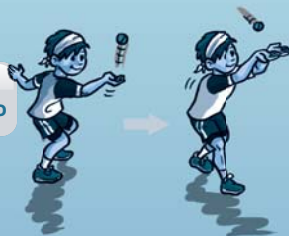
- With a Mini Tennis ball with no bounces
- Add moving forwards and backwards
- Throw with 2 hands on the ball and rotate the body whilst moving
- 1 handed catching and throwing
- Non-dominant hand

## DISCOVER

- What direction do you send the ball when you are moving?
- How should your hands get ready for catching the different throws?
- How big are your steps when you move sideways?

## OVER YOUR HEAD

Throw with one  
hand, catch with two



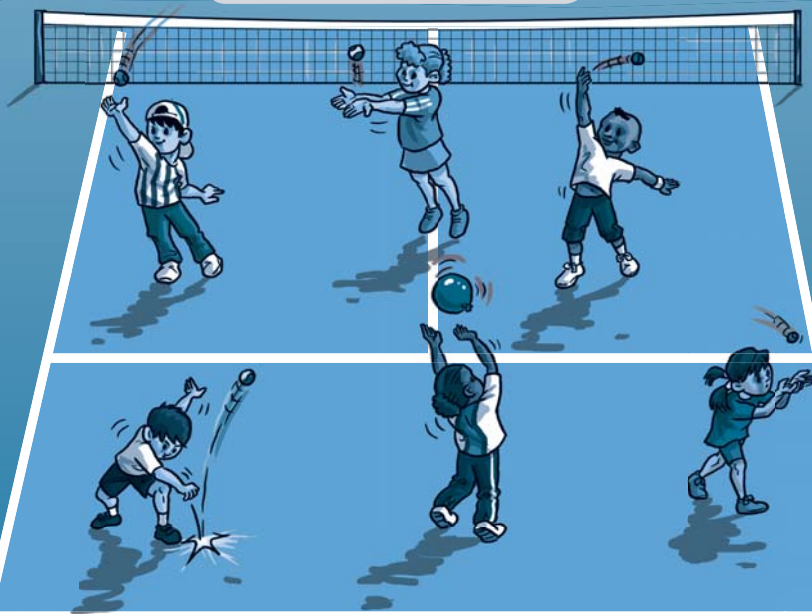
Keep a ball up  
with two hands



Bounce ball down hard  
and catch above head



Throw overhead in a rainbow shape



### QUALITY POINTS

- Look at the ball all the time
- Balance with feet apart before throwing
- Use the knees to push up for stretching
- Guide the ball in the direction you want



## LEARNING OBJECTIVES

- Use both hands to control the ball
- Use hands above the head

## ORGANISATION

- Equipment: balls, balloons for young beginners
- Define the playing area
- Position the pupils in the playing area and demonstrate
- Organise pupils into 2s
- Highlight the need to watch and avoid others

## ACTIVITY

Pupils throw and catch a ball above the head in the following ways:

- Throw the ball up underarm and reach up to catch it with 2 hands or 1 hand
- In a rainbow shape throw the ball with 1 hand over the head, letting it bounce before catching it with the other hand
- Keep it up by tapping it above the head. Use both hands
- Bounce the ball down hard and reach up to catch it above the head

### EASIER

- Use a big ball for throwing and catching
- Use a balloon and keep it up by tapping it above the head

### HARDER

- In a rainbow shape catch with no bounce
- Jump with feet off the floor at the point of catching

## DISCOVER

- Which other parts of your body help with reaching high?
- What do you look at all the time?
- How can your feet help you?

## SWITCH

Change hands to place the ball or...

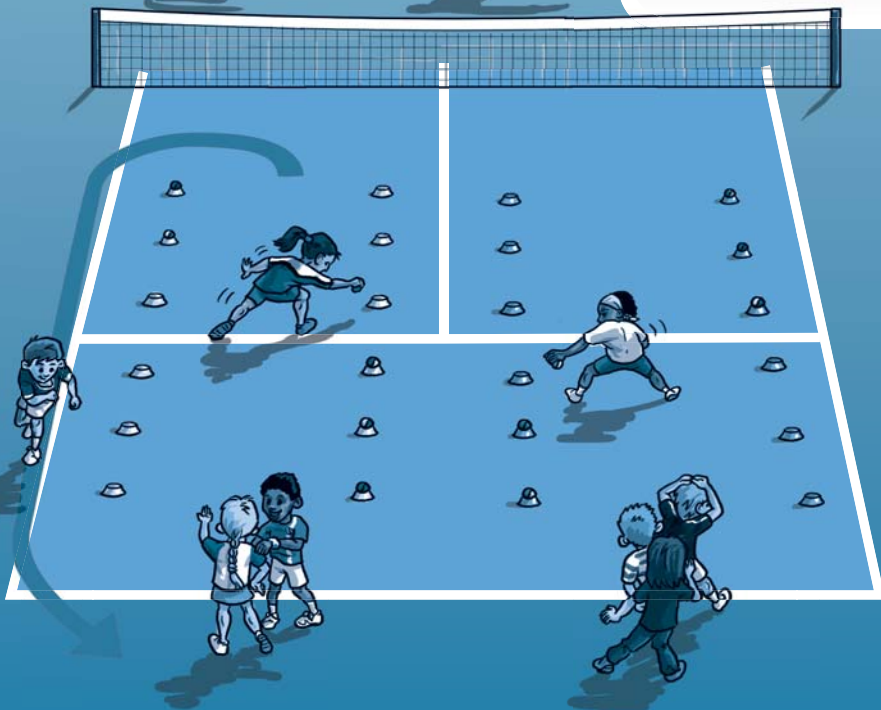


...twist to place the ball using two hands



### QUALITY POINTS

- Face forwards
- Take small steps to adjust position near each cone
- Bend the knees and the waist to get low
- Do this facing the net at all times



## LEARNING OBJECTIVES

- Coordinate using both hands
- Move in different directions
- Rotate and balance whilst moving low

## ORGANISATION

- Equipment: balls, cones
- Set up 1 track per group of 3/4 pupils. A track is 2 parallel lines of cones 2m apart, 6 cones in each line. One row of cones has a ball on each cone
- Position pupils at the side of a track and demonstrate
- Organise pupils into groups for each track

## ACTIVITY

Pupil 1 moves between the cones - picks up one ball at a time and puts the ball down on the cone on the opposite line. After the last cone Pupil 2 starts and Pupil 1 runs back to the beginning down the outside of the cones. Do it in 2 ways:

- Pick up with the hand nearest the cone, swap over and put down with the other hand
- Pick up and put down with 2 hands together

### EASIER

- No balls just turning each cone over
- No balls, just move through from side to side touching each cone

### HARDER

- Move the cones further apart to encourage more movement
- Mark a recovery position in the centre of the start. Pupils recover to the mark after each ball is placed

## DISCOVER

- What kind of steps are best for moving from cone to cone?
- What are the different ways you can pick up and put down?
- Why do you face the same way all the time?

## CONE LADDERS

One step between cones



Two steps between cones



Side-steps



Cross-over steps



Finish with split step to ready position

### QUALITY POINTS

- Coordinate arms and legs, moving at the same pace
- Keep the body upright
- Adjust stride length for different distances



## LEARNING OBJECTIVES

- Move forwards and sideways
- Develop rhythm through repeating footwork patterns

## ORGANISATION

- Equipment: cones or throw-down lines
- Set up a ladder for each group of 3/4 pupils. A ladder has 10 cones or lines in a row 30cm apart
- Position pupils at the start of a ladder and demonstrate
- Organise pupils into groups to start at the beginning of each ladder

## ACTIVITY

Pupil 1 moves through the ladder by stepping over the cones/lines in various footwork patterns, then does a split step at the end of the ladder, and then quickly turns and runs back down the side. Pupil 2 starts when Pupil 1 does the split step. Other pupils follow.

Do this in different ways:

- With 1 foot in each space
- With 2 feet in each space, one at a time
- With side-steps
- With cross over steps
- Holding a racket

### EASIER

- Start all patterns slowly to get the footwork pattern correct and gradually increase the speed
- Walk through the ladder

### HARDER

- Place the cones nearer together
- Place the cones different distances apart encouraging different stride lengths
- Change the footwork pattern halfway through the ladder
- Make a 20 cone ladder to encourage concentration

## DISCOVER

- Where are you looking when you run through the ladder?
- What part of your feet are you running on?
- Can you think of other ways of moving through the ladder?



# EXPLOSION RELAY

Pick up a ball...



...bounce it back...



...then balance it  
on the racket

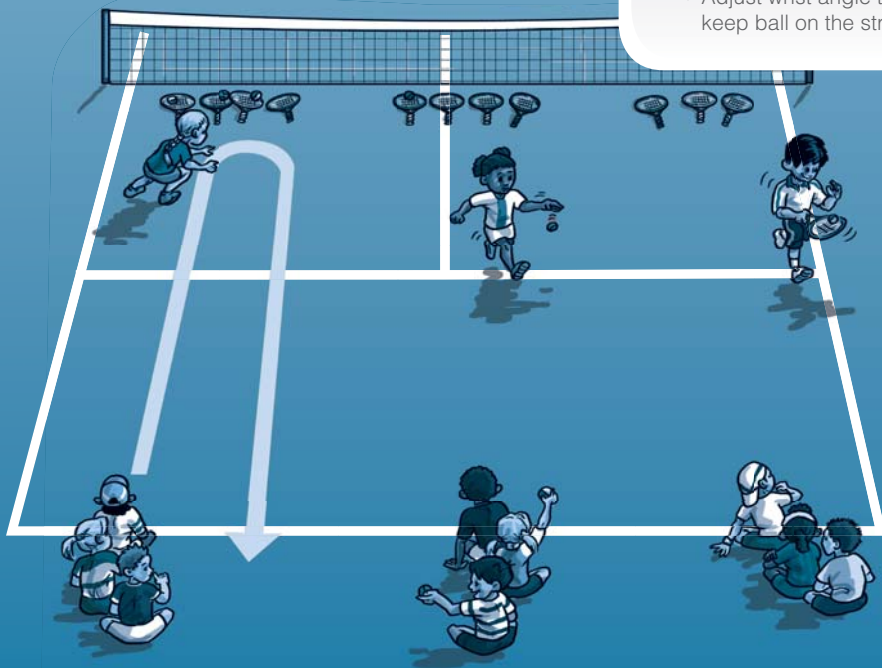


Get into a fast run as  
quickly as possible



## QUALITY POINTS

- To get up quickly, get the feet under the body and push off
- When running, keep the head still and eyes looking ahead
- Use arms for running
- Keep a firm wrist to keep the ball on the racket
- Adjust wrist angle to keep ball on the strings



## LEARNING OBJECTIVES

- Develop reaction speed
- Develop effective running style

## ORGANISATION

- Equipment: rackets, balls
- Define the running area as baseline to net and back again. Set up a racket and ball for each pupil
- Position pupils at the baseline and demonstrate
- Organise pupils into teams on the baseline
- Highlight the need to run straight and avoid colliding with others

## ACTIVITY

Pupils sit on the floor in a team line behind the baseline, legs crossed and arms folded. On the command of the teacher, Pupil 1 stands up, sprints to the net, picks up a ball, bounces it back and sits behind the line again. Pupils 2, 3, and 4 do the same in turn. Next, Pupil 1 stands up, runs, picks up a racket, puts the ball on the racket and runs back. Pupils 2, 3, 4 do the same in turn.

### EASIER

- Start standing
- Carry the ball and racket in the hands

### HARDER

- Get up without using hands
- Bounce the ball down with the racket on the way back
- Change the starting position e.g. lying on front, back, etc.

## DISCOVER

- How do you get up quickly?
- What parts of your body do you use to run fast?
- What helps you to run straight?

# TARGET THROW

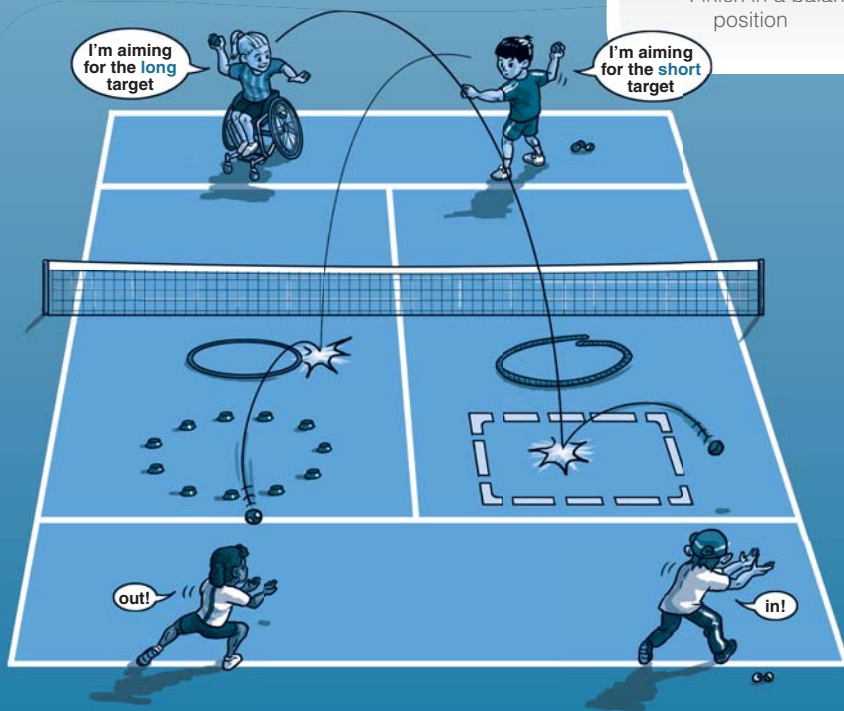
Stand behind a line to throw

Throw the ball upwards

Check your aim

## QUALITY POINTS

- Set up sideways with feet behind the line
- Get a good ready to throw position
- Line shoulders up with where the ball should go
- Aim upwards and forwards
- Finish in a balanced position



## LEARNING OBJECTIVES

- Throw overarm with a good set up and action
- Control the speed and direction of the ball

## ORGANISATION

- Equipment: balls, ropes, hoops, throw-down lines or cones
- Set up 2 targets on each court, 1 long, 1 short, in each service box at one end of the court
- Position pupils at the side of the court and demonstrate
- Organise pupils into 2s

## ACTIVITY

Pupil 1 has 4 balls and sets up behind the service line to throw overarm alternately at the short and long targets in the diagonally opposite service box. Pupil 2 watches the ball land and calls in or out, and then collects the ball. After 4 throws pupils change sides. After another 4 throws pupils change ends.

### EASIER

- Throw overarm from nearer the net
- Throw underarm from nearer the net

### HARDER

- Throw from further back
- Make the targets smaller
- Aim to forehand or backhand of partner

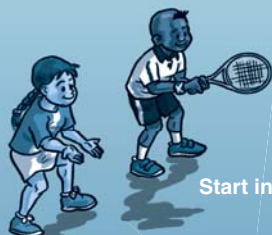
## DISCOVER

- What do you do with your shoulders when you throw?
- How do you throw to different directions?
- How do you make the ball go further?

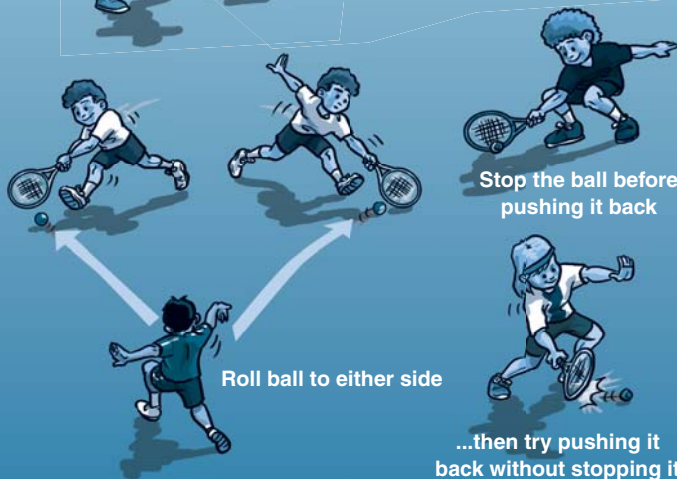
# MAIN THEME

MAIN THEME

## FLOOR TENNIS



Start in the ready position



Stop the ball before pushing it back

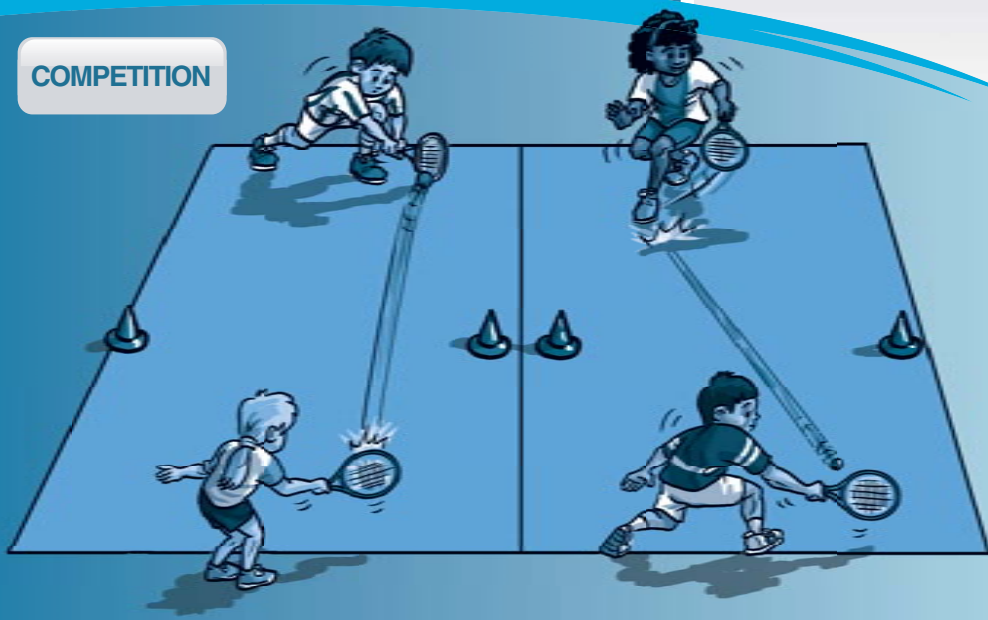
Roll ball to either side

...then try pushing it back without stopping it

### QUALITY POINTS

- Put the favourite hand at the bottom of the grip
- Get ready between pushes
- Bend at the knees and waist to get low
- Contact the ball out in front
- Push the ball, don't swing at it

### COMPETITION





## LEARNING OBJECTIVES

- To read the ball and react by turning to forehand and backhand sides
- Control the racket face and contact the ball out in front
- Develop a cooperative rally

## ORGANISATION

- Equipment: balls, rackets, cones
- Define the playing area
- Position pupils at the side of the area and demonstrate
- Highlight safe use of rackets
- Organise pupils into 2s and to spaces

## ACTIVITY

Do activities in order:

1. In 2s Pupil 1 rolls the ball along the floor to one side of Pupil 2 who is in the ready position with a racket. Pupil 2 stops the ball on the appropriate forehand or backhand side with the racket face behind the ball; then pushes it back. Pupil 1 catches the ball and rolls it again. After 3 pushes pupils change roles. Encourage using 2 hands on the backhand side.
2. As above but pupil 2 pushes the ball back without stopping it first.
3. Floor Tennis Rally - both pupils with rackets push the ball along the floor to each other between 2 cones (2m apart).

### EASIER

- Use hands to stop the ball then push it back
- Roll the ball to each other

### HARDER

- In a rally both pupils push alternate forehands and backhands
- Stop the ball with a foot then push it with a racket
- Set the cones wider for more movement
- Set the cones narrower for accuracy

## DISCOVER

- How quickly can you tell which direction the ball is moving?
- How do you move to stop the ball?
- Where is the best contact point?

## COMPETITION

In 2s rally through cones:

1. Count how many pushes in one rally and remember best score. Compete against other pairs.
2. For every rally of 6 shots in a row win a cone. Collect cones for 2 minutes.
3. Race to do a rally of 10 in a row.

# MAIN THEME

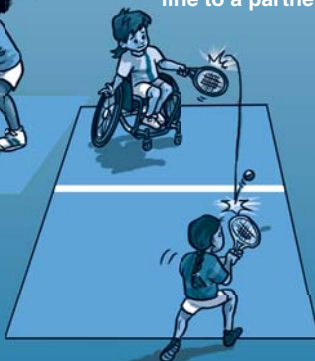
Tap the ball in the air  
and let it bounce



Tap the ball over a  
line to a partner



Hit alternate tap ups  
into a box

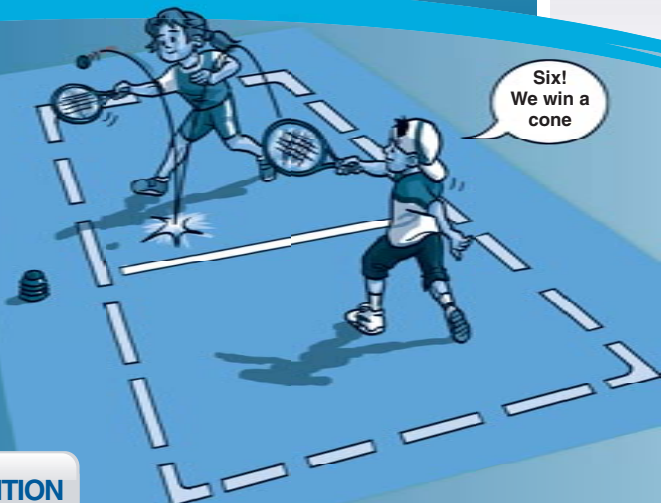


MAIN THEME

## TAP UP TENNIS

### QUALITY POINTS

- Get ready to move with feet apart and eyes watching the ball
- Control the racket, keep it flat and move it smoothly
- Contract the ball at a relaxed distance from the body
- Tap the ball up to head height
- Bend the knees as the ball falls



COMPETITION

## LEARNING OBJECTIVES

- Make contact with the ball with a controlled racket face
- Develop a cooperative rally
- Get ready between hits

## ORGANISATION

- Equipment: rackets, balls, throw-down lines
- Define the playing area
- Position pupils at the side of the area and demonstrate
- Highlight safe use of rackets and balls
- Organise pupils into spaces

## ACTIVITY

Do activities in order:

1. Solo tap ups - in a defined area tap the ball up in the air each time to head height; let it bounce and tap it up again. Keep repeating 1 bounce, 1 tap up. If the ball goes out of the area, stop and start again.
2. In 2s hits alternative tap ups into the same small area, moving out of each other's way.
3. Micro Tennis - rally with a partner gently tapping the ball to each other over a line and into a small court.

### EASIER

- Throw the ball up, let it bounce and trap the ball with a hand on the strings
- Roll the ball around on the racket
- Balance the ball on the racket and walk or run

### HARDER

- Allow different numbers of bounces in sequences 1-2-3
- Use alternate sides of the racket
- Make the ball land on a small target such as a line or spot
- Do low tap ups and high tap ups

## DISCOVER

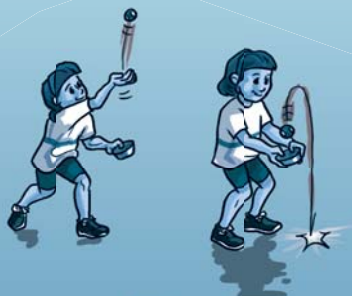
- How do you hit the ball higher or lower?
- How can you make the ball move in different directions?
- How many times is the ball allowed to bounce in a tennis game?

## COMPETITION

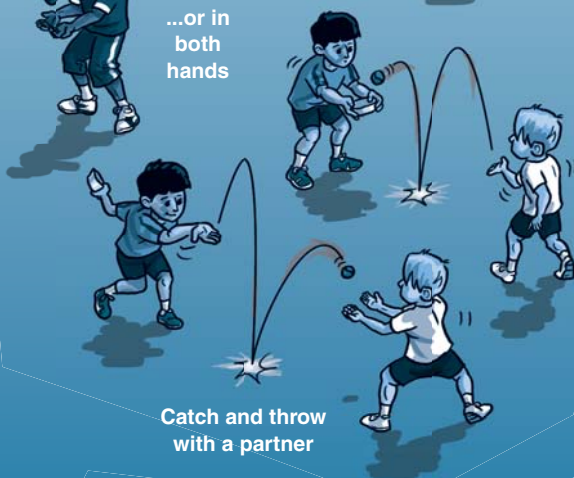
1. In 2s Pupil 1 does tap ups into a defined area and Pupil 2 counts. After 1 minute change roles and continue counting. Compete against other pairs.
2. In 2s in a defined area, count alternative tap ups in a row and record best score. Compete against other pairs.
3. In 2s play Micro Tennis and count hits in a row. Win a cone for 6 in a row. Compete against other pairs.

# MAIN THEME

Throw the ball  
up and catch it  
in a cone...



...or in  
both  
hands



Catch and throw  
with a partner

MAIN THEME

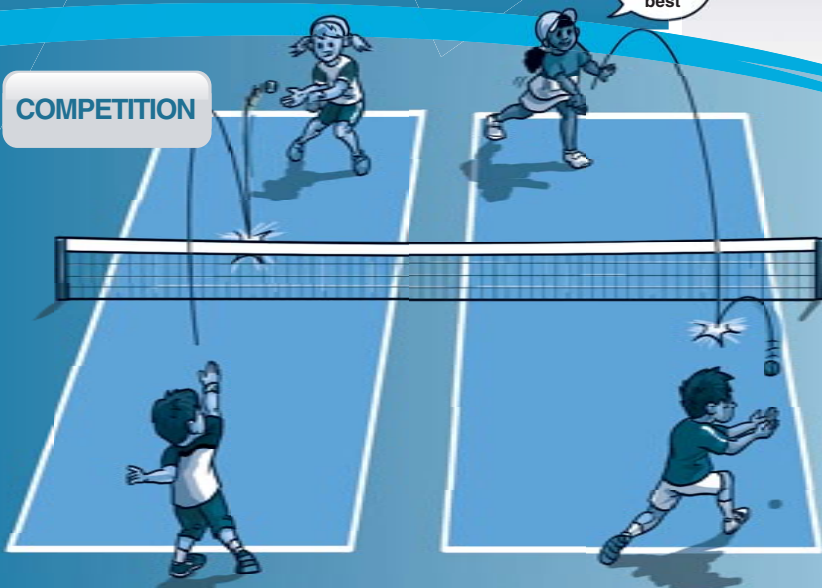
## CATCH TENNIS

### QUALITY POINTS

- Throw underarm with a smooth arm swing at the side of the body
- Recover after the throw and get ready for the next catch
- Get ready for the catch with hands in front, palms forward and fingers down
- Get behind the bounce of the ball
- Control the catch using soft hands

6 in a  
row is our  
best

### COMPETITION



## LEARNING OBJECTIVES

- Throw underarm with control of speed and direction
- Read the flight and direction of the ball - bouncing, rising and falling
- Catch the ball near the ideal contact point as it falls

## ORGANISATION

- Equipment: balls, cones
- Position pupils at the side of the area and demonstrate
- Define playing area
- Organise pupils into spaces

## ACTIVITY

Do activities in order:

1. SOLO: Throw the ball up, let it bounce, rise, start to fall and then catch it with an upturned cone using 1 or 2 hands.
2. SOLO: Throw the ball up let it bounce, rise, fall and catch it with 2 hands.
3. In 2s: 4m apart. Pupil 1 with a ball and Pupil 2 in the ready position holding an upturned cone with 1 or 2 hands. Pupil 1 throws the ball towards Pupil 2 lets it bounce, catches it in the cone and then throws it back. The catch be out in front.
4. In 2s pupil rally over the net throwing and catching in a defined area. Throw the ball further away from the partner - higher, lower, shorter and wider. Pupil throw from wherever they catch it and then recover the middle and get ready (see Home Base).
5. Add an overarm throw for the first throw in the rally to stimulate serve.

### EASIER

- Catch the ball in a bag or bucket
- Use a bigger ball
- Roll the ball along the ground

### HARDER

- Throw and catch with 2 hands
- In 2s make the court bigger and make each other move around more

## DISCOVER

- Where should you meet the ball to catch it?
- What was the ball doing when you caught it?
- How is the bounce different when the ball goes higher or lower?

## COMPETITION

Make out a small court area with a net or similar. In 2s pupils rally with a ball in a defined court area. Each rally starts with an overarm throw and if the ball goes out of the area the rally stops

1. Count how many catches in a row. Remember best score. Compete against other pairs.
2. Race to do 10 catches in a row.

# MAIN THEME

MAIN THEME

## HOME BASE

Throw the ball from where  
you catch it...

...so the other pupil has to  
move...

...then recover to  
home base

### QUALITY POINTS

- Get ready, balanced, feet apart, knees bent and ready to move
- Recover quickly
- Look at the ball during recovery

five...  
six!

6 in a row getting  
back to home base

You win  
a cone

COMPETITION

## LEARNING OBJECTIVES

- Recover to the centre of the playing area after moving away from it
- Use appropriate footwork for recovery and getting ready
- Face the front and watch the ball during recovery

## ORGANISATION

Pupils should have experienced Catch Tennis before playing Home Base.

- Equipment: balls, throw-down lines
- Define a court area suitable for the throwing ability of pupils and mark a Home Base at each end using lines
- Position pupils at the side of a court and demonstrate
- Organise pupils into 2s in each court area

## ACTIVITY

In 2s play Catch Tennis. Pupils throw the ball to each other so that they have to move away from Home Base to catch it. Pupils throw the ball from the place they catch it and then recover to the home base.

### EASIER

- Stop after each catch to give the other pupil a chance to return to Home Base
- Use a bigger or slower ball

### HARDER

- Increase the size of the court
- Catch and throw with 2 hands on both sides
- One pupil hits the ball
- Both pupils hit the ball

## DISCOVER

- How quickly can you tell which direction the ball is moving?
- How do you move to stop the ball?
- Where is the best contact point?

## COMPETITION

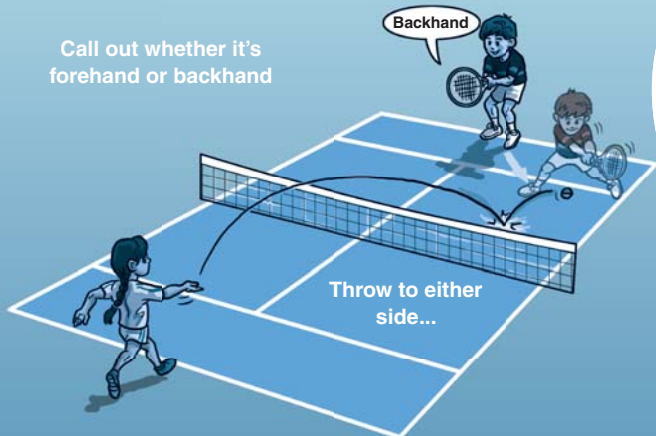
In 2s rally through cones:

1. Count how many hits in one rally and remember best score. Compete against other pairs.
2. For every rally of 6 shots in a row win a cone. Collect cones for 2 minutes.
3. Race to do a rally of 10 in a row.

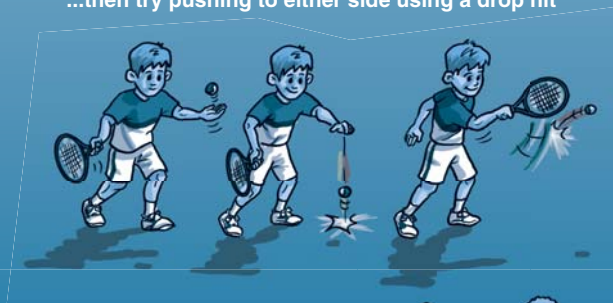


# MAIN THEME

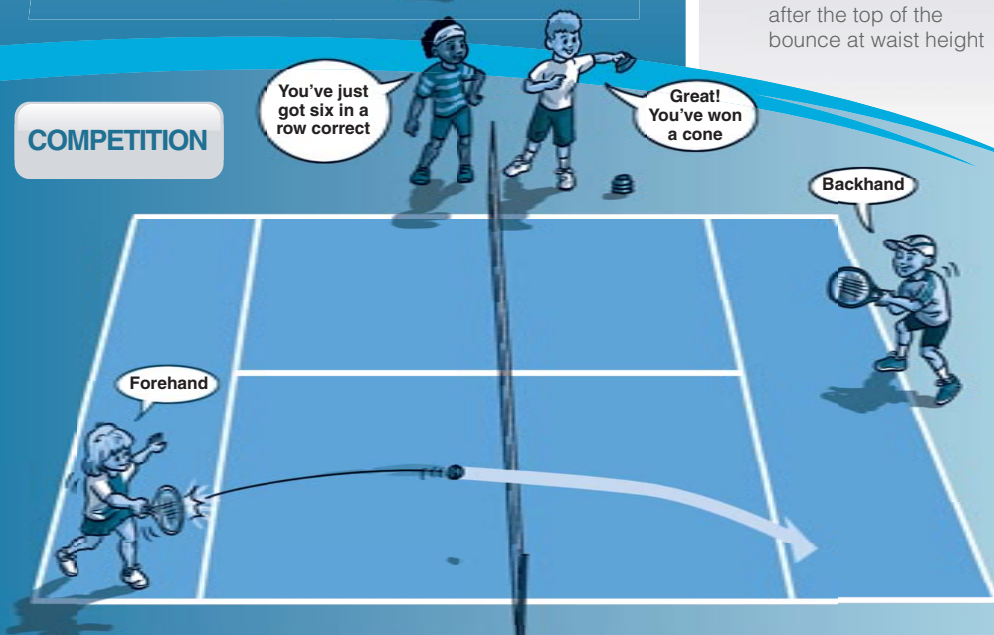
Call out whether it's  
forehand or backhand



...then try pushing to either side using a drop hit



## COMPETITION



MAIN THEME

# RADAR

## QUALITY POINTS

- Track the ball all the way
- Get the racket back before the ball has bounced
- Get to the side of and behind the ball
- Balance and step up the court to push
- Turn sideways and contact in front and after the top of the height

## LEARNING OBJECTIVES

- Read the direction and height of the ball
- React to move to the ball and receive it
- Recover to original position

## ORGANISATION

- Equipment: balls, rackets, throw-down lines
- Define each court area. Then divide each court into two halves with a line down the centre
- Position pupils at the side of a court and demonstrate
- Organise pupils into 2s in each court area

## ACTIVITY

Do activities in order:

1. In 2s, Pupil 1 throws the ball randomly to either side of the centre line using an underarm throw. Pupil 2 stands in a ready position with a racket ready to receive the ball. As the ball is sent Pupil 2 calls out where it will land - forehand or backhand. Pupil 2 moves to hit the ball and then recovers back to centre of the court. After 5 hits pupils change roles.
2. In 2s Pupil 1 hits the ball to Pupil 2 using a drop hit.
3. In 2s both pupils and call out forehand or backhand.

### EASIER

- Pupil 2 calls but does not move to catch or hit

### HARDER

- Do the same for short and long areas
- Increase the size of the court
- When hitting, Pupil 2 taps the ball in the air, lets it bounce and then hits

## DISCOVER

- How quickly can you tell which direction the ball is going?
- Is the ball rising or falling when you hit it?
- What do you have to do if the ball goes very high or very low?

## COMPETITION

In 4s. 2 pupils rally and call out forehand or backhand on their side of the net. 6 shots in a row correctly called out wins a cone. The other 2 pupils are judges. Judges and pupils change after every rally.

# MAIN THEME

Recover to behind  
the baseline

Count the number of  
consecutive hits

We're  
rallying to 3

MAIN THEME

## RALLY 1-2-3

### QUALITY POINTS

- Get the racket back before the ball has bounced
- Hit the ball 1-2m above the net in arc shape
- Show a month consistent shape of stroke
- Contact the ball out in front

### COMPETITION

That's 5.  
Now we can play  
out the point!

## LEARNING OBJECTIVES

- Think about consistency of keeping the ball over and in
- Show a consistent stance, contact and action

## ORGANISATION

- Equipment: rackets, balls, throw-down lines, cone
- Define the court area and set the baseline appropriate for the ability of the pupils.  
Mark the centre of the baseline using a line
- Position pupils at the side of the court and demonstrate
- Highlight the need to stop if another pupil gets near
- Organise pupils into 2s onto courts

## ACTIVITY

In 2s, pupils rally, starting with an overarm throw or serve and between shots recover to the centre of their baseline. Pupils count the number of consecutive hits. The first rally has an easy target of 1. When this is achieved the pupils put a cone at the net. The next rally target is 2: when this is achieved they put another cone at the net. The next rally count is 3 and so on. So when there are 4 cones at the net, they are aiming to get 5.

### EASIER

- One hitter and 1 catcher
- Catch tennis rally
- Floor tennis under the net

### HARDER

- Rally cross court
- Add conditions to the rallies, e.g. 1 pupil hits backhands only
- Pupils hit alternate forehands and backhands
- Pupils set their own target to win a cone

## DISCOVER

- How does the action relate to where the shot goes?
- Why is it important to recover?
- What do you think about when you want to rally consistently?

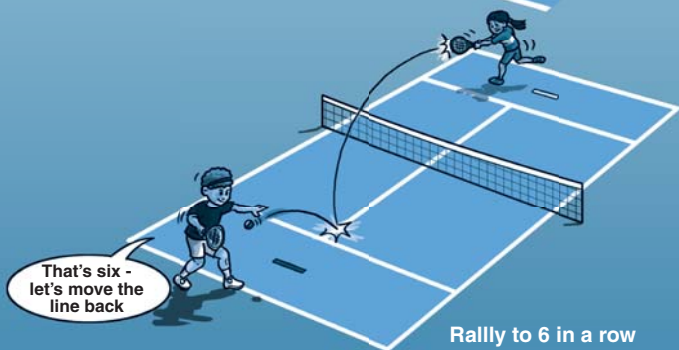
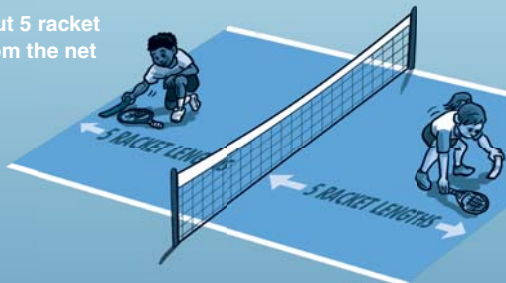
## COMPETITION

**Cooperative:** In 2s rally and count, and collect cones in a set time. Compete against other pairs.

**Competitive:** In 2s pupils play points. They serve alternately using an overarm serve if possible. The first point must have at least 1 shot before they can compete. The next point must have at least 2 shots before they can compete. The next point must start with 3 shots before they compete, and so on. The first pupil to win 5 points wins the match. If the initial target number is not reached the point is pupil again.

# MAIN THEME

Measure out 5 racket lengths from the net



Rally to 6 in a row  
then move the line back  
one racket length

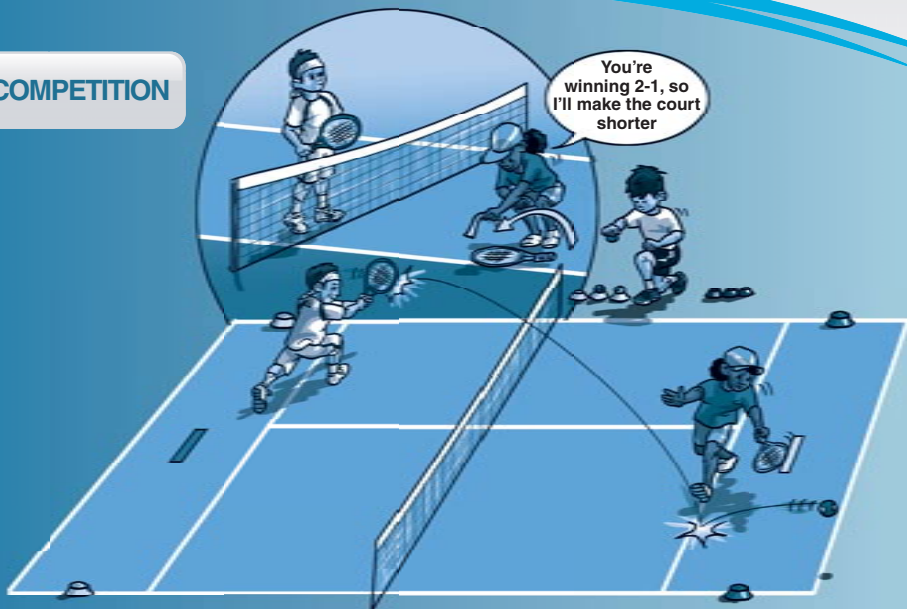
MAIN THEME

## STEP BACK RALLIES

### QUALITY POINTS

- Get the racket back early by turning the body
- Increase the length of the stroke for longer shots
- Contact the ball out in front
- Recover and get ready between shots

### COMPETITION



## LEARNING OBJECTIVES

- Control the hitting action over different distances
- Develop a cooperative rally

## ORGANISATION

- Equipment: rackets, ball, throw-down lines
- Define the court area
- Position pupils at the side of the court and demonstrate
- Highlight the need to stop a shot if another pupil is near
- Organise pupils into 2s on courts

## ACTIVITY

Each pupil measures 5 racket lengths from the net at their end of the court and puts down a line for the centre of their baseline. Pupils rally over the net and count the number of shots in a row within smaller court space, always recovering to their baseline. Each time they rally 6 in a row they both move the line back 1 racket length.

### EASIER

- One pupil hits and the other throws and catches
- Catch tennis rally
- Floor tennis rally under the net

### HARDER

- Start each rally with an overarm serve
- Pupils hit alternate forehands and backhands
- Pupils are not allowed to step in front of the line to hit the ball

## DISCOVER

- How does the stroke length change over different distances?
- What different ways can you hit the ball to make it go further?
- Why is it important to recover to the centre of the baseline?

## COMPETITION

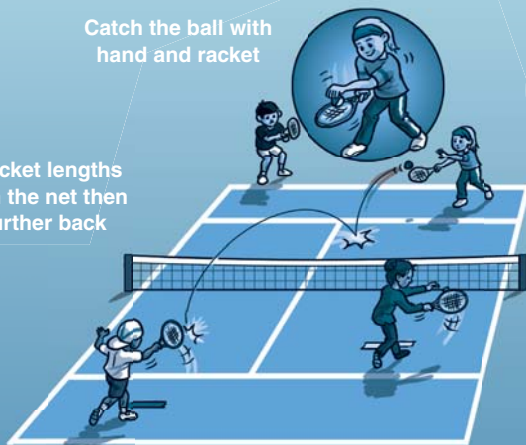
Cooperative: Race other pairs to see who can get further back in a set time.

Competitive: Pupils create a baseline 5 rackets lengths from the net on each side and play points. After every 3 points the pupil that is losing can say 'longer' or 'shorter' and the court must be made 1 racket longer or 1 racket shorter for the next 3 points.

# MAIN THEME

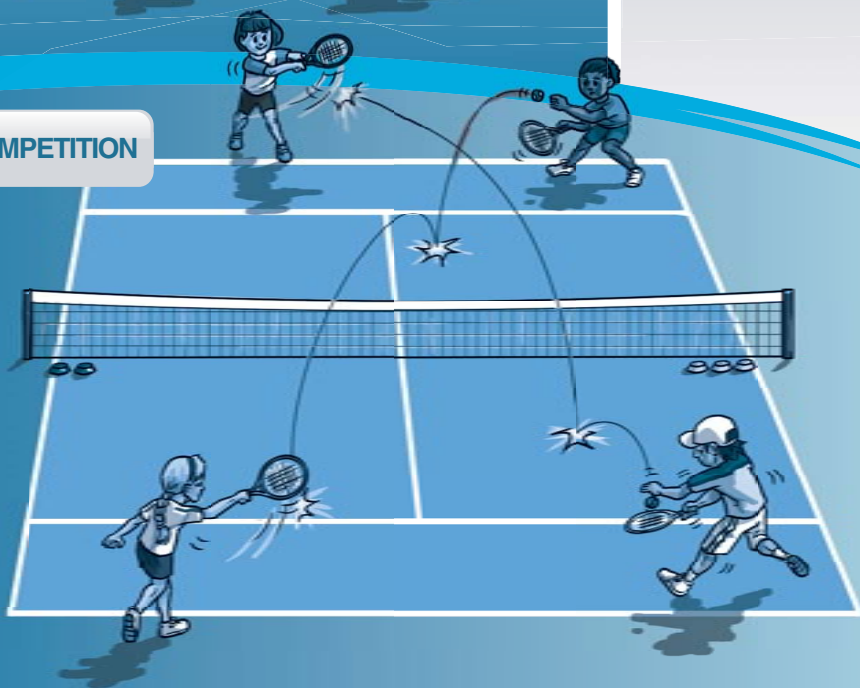
Catch the ball with  
hand and racket

Start 5 racket lengths  
back from the net then  
move further back



Underarm serve

## COMPETITION



MAIN THEME

## UNDERARM SERVER

### QUALITY POINTS

- Start balanced and sideways behind the line
- Hold the ball out and near the racket face
- Put the ball gently in the air a little higher than the hand and racket
- Tap the ball gently at first



## LEARNING OBJECTIVES

- Coordinate both arms in an underarm serve action
- Contact and control the ball in an underarm serve action

## ORGANISATION

- Equipment: rackets, balls throw-down lines
- Define the service area and the diagonal service boxes
- Position pupils at the side of the court and demonstrate
- Highlight the need to check other pupils are not near before serving
- Organise pupils into 2s, 1 at each end of the court

## ACTIVITY

Do activities:

1. In 2s diagonally opposite each other and each puts down a line 5 racket lengths from the net. Pupil 1 stands sideways and behind the line. The action starts with a small split of the arms, gently placing the ball upwards and tapping it with the rackets so that the ball goes over the net and into the service area. Pupil 2 stands in the ready position and watches the first bounce of the ball and calls in or out, then catches it with hand and racket, and serves it back.
2. Change sides and serve to the other diagonal.
3. Pupils gradually move their line further back and increase the size of the split of the arms to hit it further.

### EASIER

- Start nearer to the net
- Start next to the net. Hold the ball on the racket strings and push it over the net
- Hit with the hand rather than the racket
- Throw underarm

### HARDER

- Make the target area smaller
- Pupil 2 hits the ball back if it lands in the service area

## DISCOVER

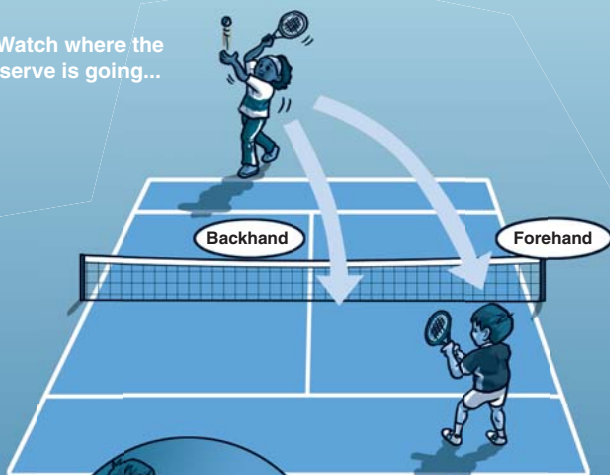
- How do you hold the ball before you place it?
- Where do you need to place the ball in order to control the hit?
- What happens if you throw the ball too high, too low, too far forwards or backwards?

## COMPETITION

1. 'I serve you catch' - in 2s pupils serve to each other so that the partner catches it with the racket and hand. Pupils win a cone for every successful catch. They compete against other pairs in a set time.
2. In 2s pupils serve alternatively from a start line. Every time a pupil serves successfully they move the line back 1 racket length. Each pupil tries to get further back than their partner in a set time.

# MAIN THEME

Watch where the serve is going...



Get ready between service line and baseline to return serve

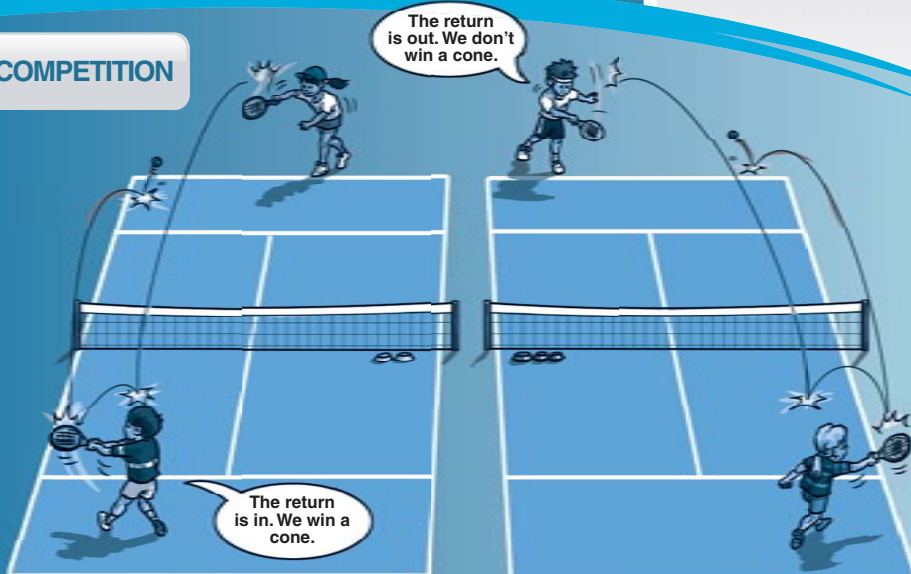
MAIN THEME

## RETURN THE SERVE

### QUALITY POINTS

- A balanced and relaxed ready position
- Watch the direction and height of the ball
- Turn the upper body quickly towards the ball
- Hit the ball out in front
- Recover to the centre of the court after the return

### COMPETITION



## LEARNING OBJECTIVES

- Get ready in the correct position to return a serve
- Watch the served ball and read its direction and height
- Contact the ball out in front and to the side

## ORGANISATION

- Equipment: rackets, balls throw-down lines
- Define the court area and diagonal service area
- Organise pupils into 2s, 1 at each end
- Position pupils at the side of the court and demonstrate
- Highlight the need to be in a space before serving

## ACTIVITY

Do activities:

1. In 2s, Pupil 1 serves underarm or overarm from behind the service line. Pupil 2 gets ready to receive the serve by standing in the ready position behind the service area. Pupil 2 calls out 'forehand' or 'backhand' as soon as possible then watches the ball land and calls out 'in' or 'out'. Change roles after 5 serves.
2. Pupil 2 progresses to hitting the ball back and Pupil 1 calls out 'in' or 'out' as the ball lands. Change roles after 5 return.
3. The server gradually moves further back.

### EASIER

- Pupil 2 taps the ball up before hitting the return
- Pupil 1 throws overarms and Pupil 2 hits the return

### HARDER

- Pupil 1 catches the ball, after the return, with the racket and hand
- Pupil 2 directs the return to a target area of the court

## DISCOVER

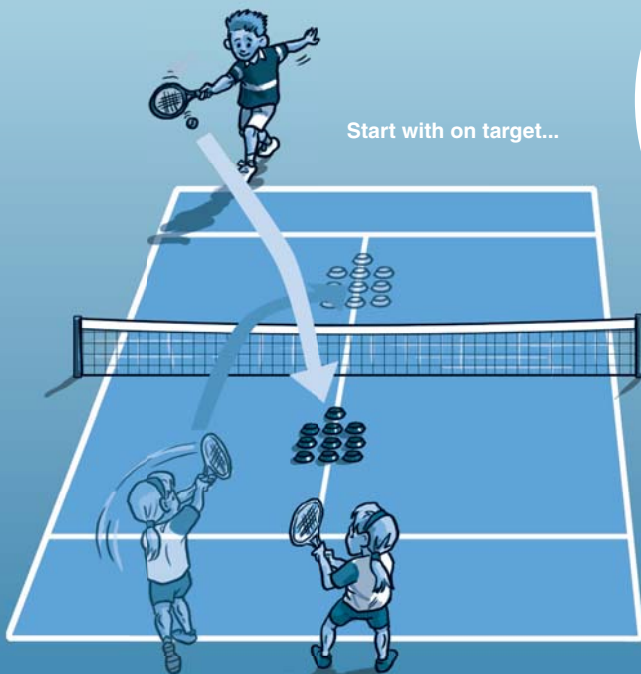
- How early can you see where the serve is going?
- What's the first thing that you do when you know where the ball is going?
- What is different about returning an overarm serve and an underarm serve?

## COMPETITION

Cooperative: 'I serve you return' - in 2s pupils cooperate to serve and return the serve so that they are both in the corrupt area. Pupils win a cone for each successive serve and return. Compete against other pairs in a set time.

Competitive: In 2s pupils play points against each other. They serve alternate points. There must be a successful serve and return before the competitive point can start.

# MAIN THEME



Start with on target...

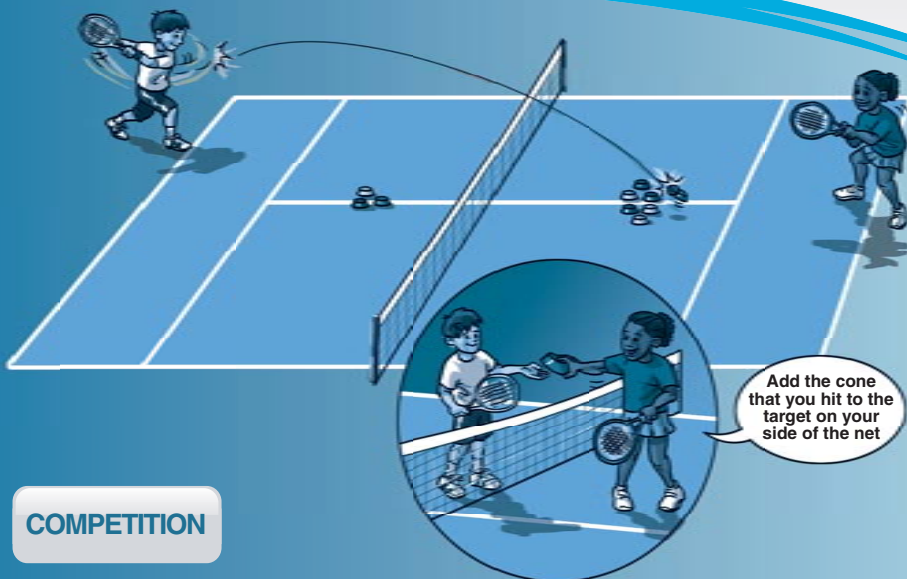
...then progress to a target for each pupil

MAIN THEME

## TARGET TENNIS

### QUALITY POINTS

- Balanced alert ready position
- Angle the racket face to the target
- Increase the path of the push to get the ball to go further



Add the cone that you hit to the target on your side of the net

COMPETITION

## LEARNING OBJECTIVES

- Get into the correct position to hit the ball in the required direction
- Control the contact point and racket action to send the ball to the target
- Get ready between each shot

## ORGANISATION

- Equipment: rackets, balls, cones
- Define the court area and at one end create a target using a cluster of 5 cones
- Position pupils at the side of the court and demonstrate
- Highlight safe use of the rackets and cones
- Organise pupils into 2s onto courts

## ACTIVITY

Do activities in order:

1. Pupil 1 stands behind the target. Both pupils rally. Pupil 2 aims at the target.  
Both pupils always return to a ready position between shots and use both forehand and backhand shots. Change roles after 10 shots.
2. Each pupil has a target and both pupils rally aiming at the targets.

### EASIER

- One pupil throws whilst the other hits to the target
- Pupils throw to the target

### HARDER

- Pupil 1 hits to different places and Pupil 2 still aims at the target
- Create 2 separate targets and Pupil 2 hits to alternate targets
- Increase the distance to the targets

## DISCOVER

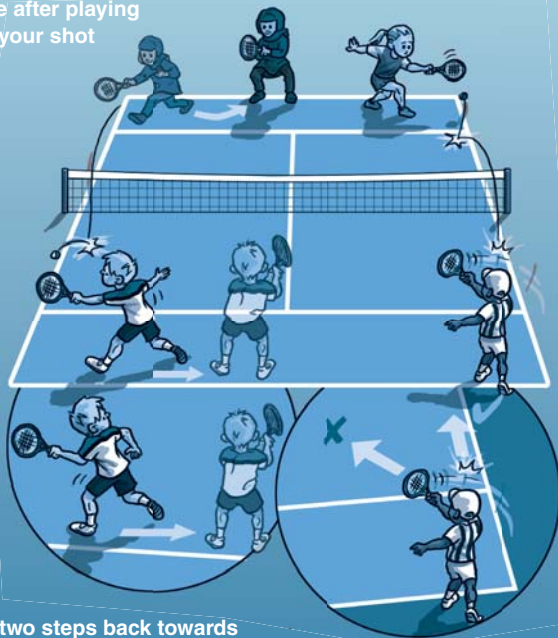
- How early can you tell if the ball is going to the forehand or backhand side?
- How can you see the target and the ball at the same time?
- How do you make the ball go to the target?

## COMPETITION

In 2s each with a cluster of cones as a target in front of them. Pupils rally aiming to hit the target. Every time a cone is hit it is removed from that target and added to the other pupil's target. After a set time the pupil with the most cones in front of them is the winner.

# MAIN THEME

Move after playing  
your shot



Take two steps back towards  
the middle of the court

Keep the ball to the  
outside of the court

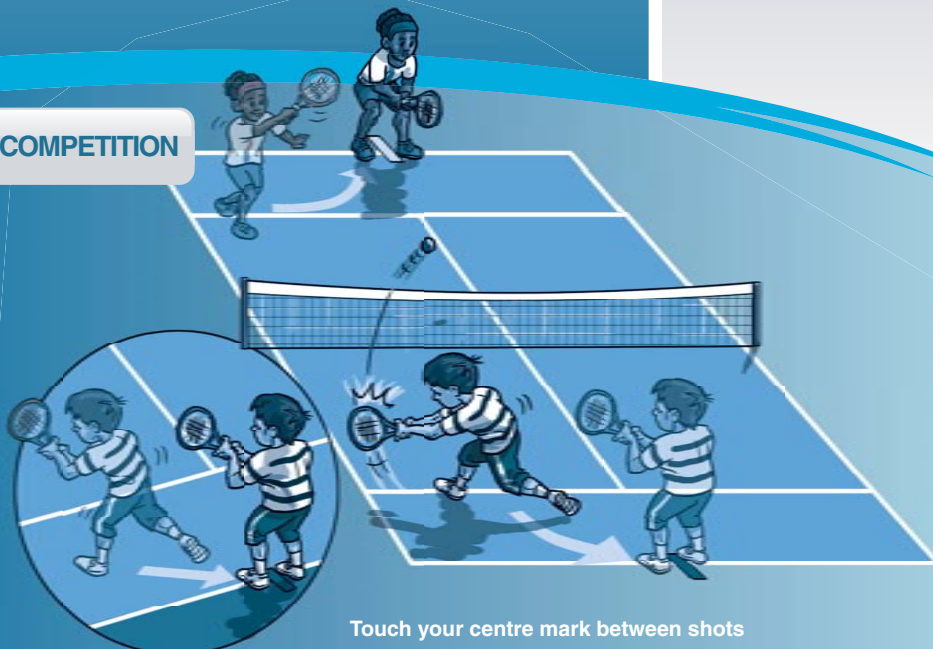
MAIN THEME

## RALLY & RECOVER

### QUALITY POINTS

- Balanced, alert ready position
- Complete the shot before recovering
- Keep watching the ball during recovery

### COMPETITION



Touch your centre mark between shots

## LEARNING OBJECTIVES

- Recover to the centre of full court
- Show appropriate footwork during recovery

## ORGANISATION

- Equipment: rackets, balls
- Define the court and the half court tracks
- Position the pupils at side of the court and demonstrate
- Highlight the need to stop if another pupil is near when hitting, especially in the middle of the court
- Organise pupils 2s into half court tracks

## ACTIVITY

Do activities in order:

1. In 2s pupils rally in a half court track. After each shot they recover towards the middle of the full court with at least 2 steps in the recovery. Pupils focus on hitting the ball and then recovering. Shots should be directed to the appropriate half court. Always stop if the ball goes near the middle and near the pupil on the other half track.
2. Rally in the cross court half track.

### EASIER

- Only 1 pupil does the 2 step recovery then change roles after 10 hits
- Pupil 1 throws and Pupil 2 hits and recovers
- Play in a shorter court

### HARDER

- Use specific movement patterns for recovery
- In cross court rallies use the outside shot i.e. forehand on the backhand side and backhand on the forehand side

## DISCOVER

- At what point after hitting the ball does your recovery?
- What do the feet and legs do to start a quick recovery?
- What role do other body parts play in a good recovery?

## COMPETITION

Cooperative: In 4s. 2 pupils rally, both doing a 2 step recovery to the middle. 2 pupils are judges. A successful rally of 6 in a row wins a cone. After 1 minute pupils and judges change roles. Compete against the other pairs.

Competitive: In 4s. 2 pupils rally. If either pupil does not do a 2 step recovery the other pupil wins a cone. 2 pupils are judges. After a set time the pupil with the most cone wins.



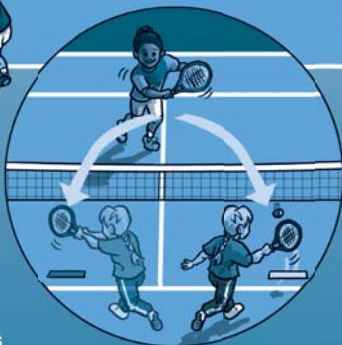
# MAIN THEME

MAIN THEME

## SEEING SPACES

Play the ball to the opposite spot from your opponent

Rally with one pupil hitting to alternate spots

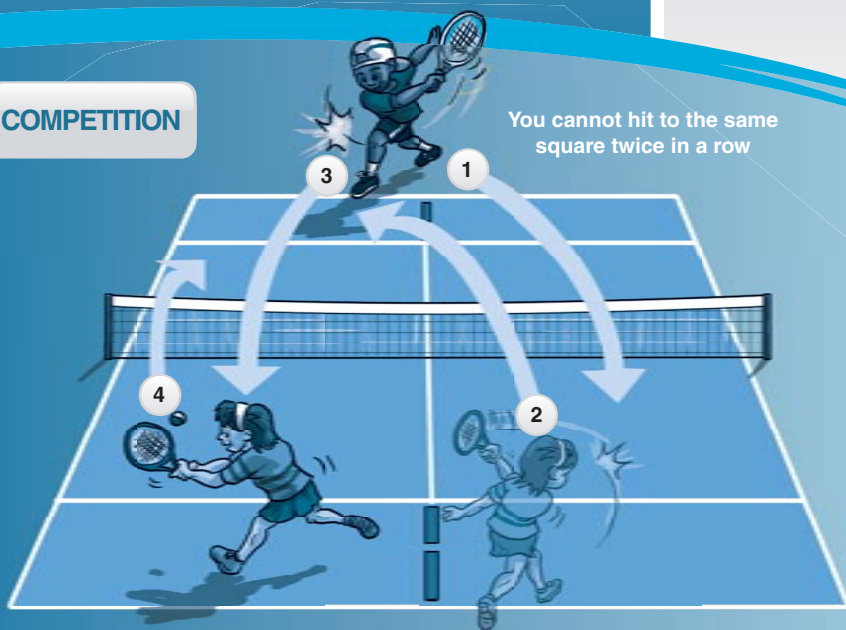


### QUALITY POINTS

- Be aware of tracking the ball and the pupil at the same time
- Think ahead where the space is going to be
- Get in the correct position to direct the ball to the space

### COMPETITION

You cannot hit to the same square twice in a row



## LEARNING OBJECTIVES

- Be aware of the position of the opponent
- Work out where spaces are - sides, short and deep
- Direct the ball to the space and move the opponent

## ORGANISATION

Pupils should already have an understanding of how to win a point and the reason for moving an opponent. Use the card Winning a Point.

- Equipment: racket, balls, throw-down lines
- Define the court area and use 2 lines to mark each side of one end of the court
- Position pupils and demonstrate
- Highlight safe use of rackets and balls
- Organise pupils into 2s onto courts

## ACTIVITY

Do activities in order:

1. In 2s. Pupil 1, at the end with the lines, sends the ball to Pupil 2 then runs to stand on 1 of the lines. Pupil 2 watches Pupil 1's position and hits the ball to the space on the court. After 5 hits change roles.
2. Pupil 1 hits easy shots to Pupil 2 and recovers in the normal way. Pupil 2 hits first to one marker then to the other.
3. With no markers, pupil rally to each other looking for the space with each shot.

### EASIER

- Pupil 2 taps the ball in the air before hitting the ball back
- Pupil 2 catches the ball and does a drop hit to the target area
- Play Catch Tennis

### HARDER

- Freeze: both pupils freeze after they hit a shot. The other pupil hits to the space
- Repeat the activities using short and deep spaces in the court

## DISCOVER

- How can you watch the opponent and the ball at the same time?
- How does your action change to hit to different places?
- How does your footwork change to hit to different places?

## COMPETITION

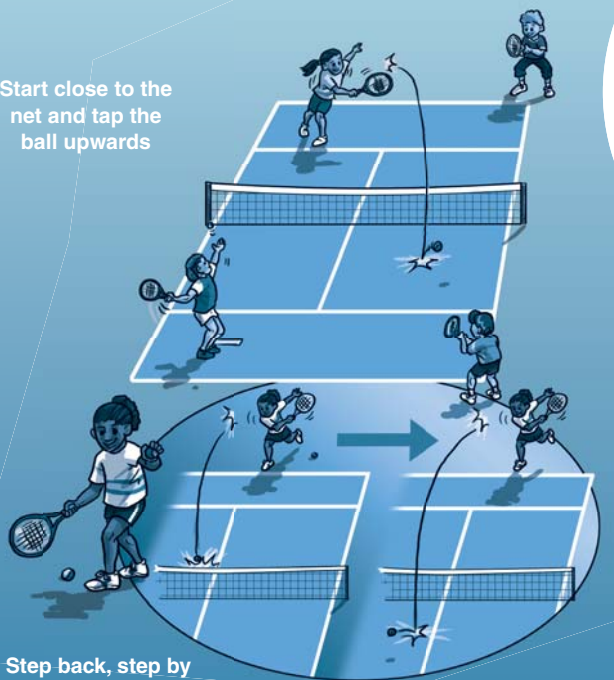
In 2s divide each end of the court into 4 squares using lines. Pupils rally with the condition that they may not hit to the same square 2 shots in a row.

Cooperative: Count how many shots in a row with the 4 square conditions. Compete against other pairs.

Competitive: Play points. If a pupil hits to the same square or misses in any way the other pupil wins the point.

# MAIN THEME

Start close to the net and tap the ball upwards



Step back, step by step, if you can tap the ball over and in



I took 12 to get around - that's 4 over par.

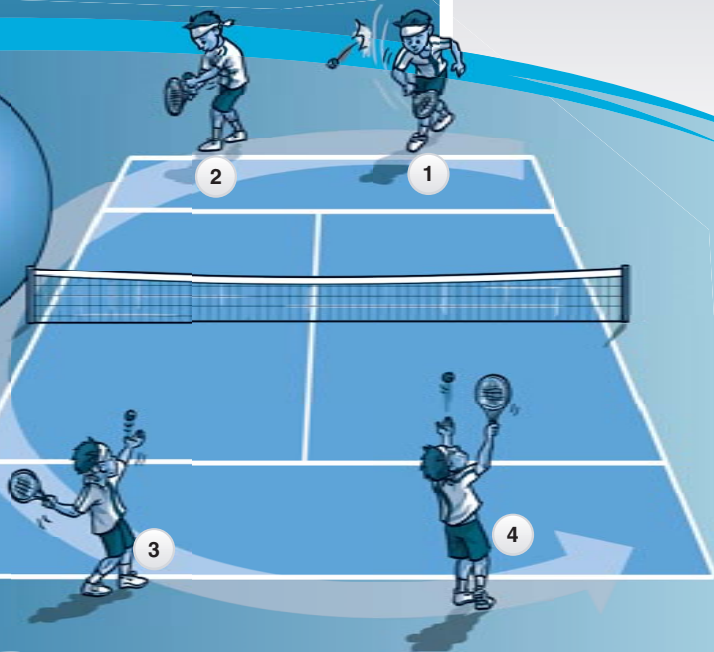
## COMPETITION

MAIN THEME

# ACE SERVER

## QUALITY POINTS

- Start with frontal stance
- Racket face upwards and arm slightly bent
- Make contact above your head
- Tap the ball upwards gently and stay high with your racket



## LEARNING OBJECTIVES

- Serve consistently over and in to the diagonally opposite service box
- Develop a full service action, starting with a tap from contact point
- Know the rules about serving

## ORGANISATION

- Pupils should already have an understanding of a basic overarm throwing action
- Equipment: rackets, balls
- Define the court area and service boxes. Start with a very small court and make the courts progressively larger
- Position pupil at side of court and demonstrate
- Highlight safe use of rackets, especially in the area behind during a serve
- Organise pupils into serving places on the court

## ACTIVITY

Do activities:

1. Each pupil starts with 2 balls, sets up behind the service line (or further back if they can) ready to serve. Each pupil serves 2 serves from the right and 2 from the left changing places with the partner.
2. Each pupils starts with 2 balls. Each pupil serves (first serve) and only serves the second ball (second serve) if the first serve is missed. If both are missed this is a double fault. Keep changing sides.

### EASIER

- Start nearer the net
- Help the pupil placing the ball
- Start with a slightly bent arm very close to contact point

### HARDER

- Move step by step from frontal stance to 45° angle with the net to sideways, to backwards in a loaded position
- Move step by step from a tap up to a hit feeling, always stay high with the racket after contact point
- Always keep tapping upwards

## DISCOVER

- Does it count as a serve if you try to hit the ball but miss?
- How do you stand differently to serve from right and left?
- What happens if you step inside the court when you serve?

## COMPETITION

Par for the Court: Every pupil serves from 4 serving spots on the court going round the court from spot 1 to spot 4. At each spot they stay and serve until a serve goes in. Each pupil counts how many serves it takes to get around the court. They compare their scores to par which is 8. 8 = Par server, 7 = 1 under par, 6 = 2 under par, 5 = 3 under par, 4 = 4 under par and ACE SERVER, 9 = 1 over par, 10 = 2 over par, etc.

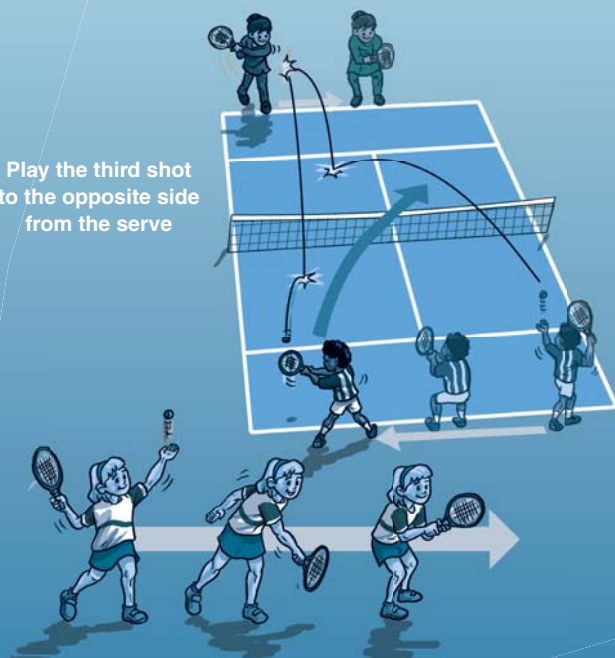
The aim is to improve the score against par next time. Can also be played over 8 spots and 2 courts.

# MAIN THEME

MAIN THEME

## 3RD SHOT DRILL

Play the third shot to the opposite side from the serve



Recover to ready position after serve

### QUALITY POINTS

- Recover after the serve and get ready watching the ball
- Focus on the 3rd shot as soon as the serve is done
- Show good actions for all the shots

1



2



3



Point begins

COMPETITION

That's three shots - we can now play out the point

## LEARNING OBJECTIVES

- Recover from the serve and prepare for the next shot
- Get the ball over and in
- Develop the actions for serve, return of serve and groundstrokes

## ORGANISATION

Pupils should have already learnt serve, return of serve and seeing spaces. Use Overarm Server, Return the Serve and Seeing Spaces.

- Equipment: rackets, balls
- Define the court area
- Highlight safe use of rackets and balls
- Position pupils at the side of the court and demonstrate
- Organise pupils in 2s, one at each end

## ACTIVITY

Do activities:

1. In 2s. Pupil 1 serves and then prepares for the next shot. At the other end Pupil 2 watches Pupil 1 to see if they prepare for the next shot by getting to the middle of the playing area in the ready position. Pupil 2 then collects the ball and does the same.
2. As above adding that Pupil 2 returns the ball and Pupil 1 hits the 3rd shot into the space on the other side. Both pupils recover and show they are ready for the next shot before they stop and start the next rally.

### EASIER

- Start with an overarm throw and use the racket for other shots

### HARDER

- Use only the cross court half for all 3 shots

## DISCOVER

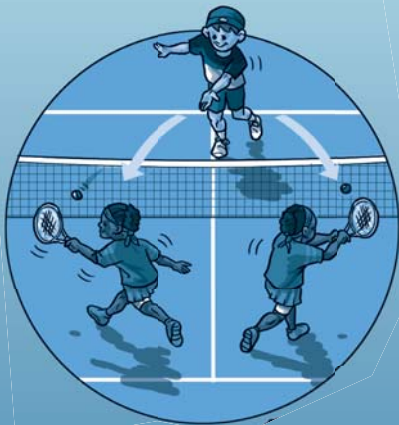
- What do you need to do after the serve to be ready for the next shot?
- Where do you want to direct the 3rd shot?

## COMPETITION

Cooperative: In 2s pupils serve and rally for 3 shots. Pupils serve alternately and have 2 chances for serve (see Ace Server). For every successful rally of 3 shots the pair wins 1 cone. Compete against other pairs in a set time or first to win a certain number of cones.

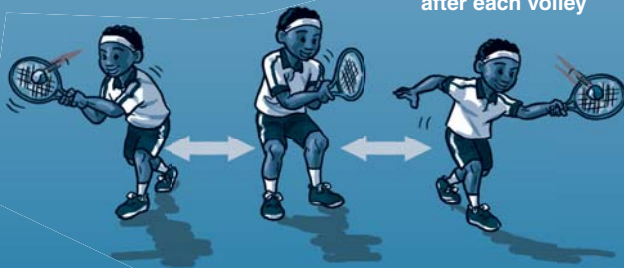
Competitive: In 2s play points. Each point starts after the 3rd shot has crossed the net. Serving is a tie break.

# MAIN THEME



Throw 3 balls to forehand side, then 3 balls to backhand. Then throw a mix of forehands and backhands

Recover to ready position after each volley



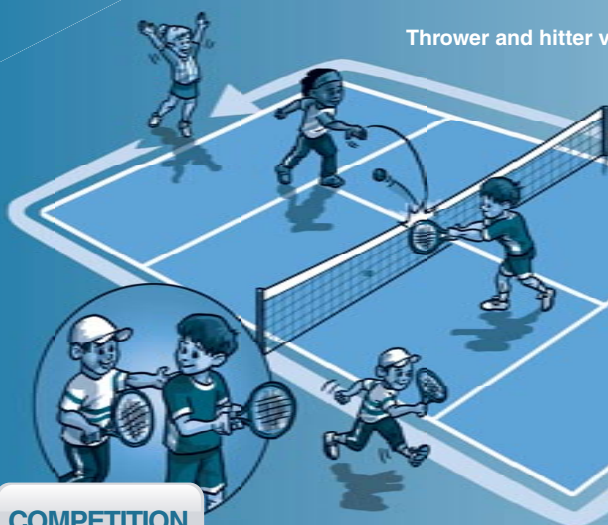
## MAIN THEME

# REACT 'N VOLLEY

## QUALITY POINTS

- Balanced ready position
- Short block action
- Racket face angled to target

Thrower and hitter vs runners



## COMPETITION



## LEARNING OBJECTIVES

- Understand when to volley
- Contact the ball in front
- Get the ball over and in

## ORGANISATION

Pupils should have experience of Catch Tennis without bounces, reaction exercises such as in ABCs card Mirror Me and split step exercises such as in various ABCs cards.

- Equipment: rackets, ball
- Define the court area and the volley position (from the net racket, stretch and step back)
- Position pupils and demonstrate
- Highlight safe use of rackets and balls
- Organise pupils into 2s, one at each end

## ACTIVITY

Do activities:

1. In 2s Pupil 1 throws 3 balls to Pupil 2 on the forehand side. Pupil 2 starts with the racket out at the side ready to gently tap the ball with a small volley action hitting the ball out in front and at the side. Pupil 2 throws 3 balls to the backhand side of Pupil 2 in the same way. Pupils change roles.
2. As above, but Pupil 1 throws a mix of forehands and backhands and Pupil 2 starts in the ready position for each volley.

### EASIER

- Pupil 2 catches the ball with the hand
- Pupil 2 bats the ball with a hand with the palm forward

### HARDER

- Pupil 2 does a split step just before Pupil 1 throws the ball
- Pupil 1 throws the ball more quickly to help Pupil 2 react quickly
- Pupil 1 hits the ball to Pupil 2

## DISCOVER

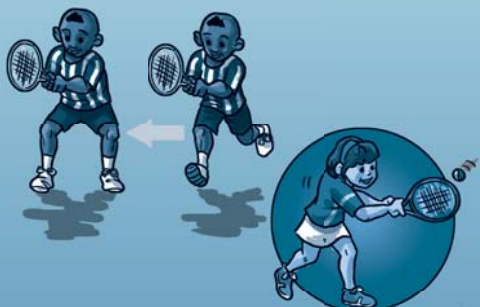
- Why is it important to get back to the ready position?
- Where does your racket finish when you hit a good volley?
- What happens if you volley at the baseline and the ball was going out?

## COMPETITION

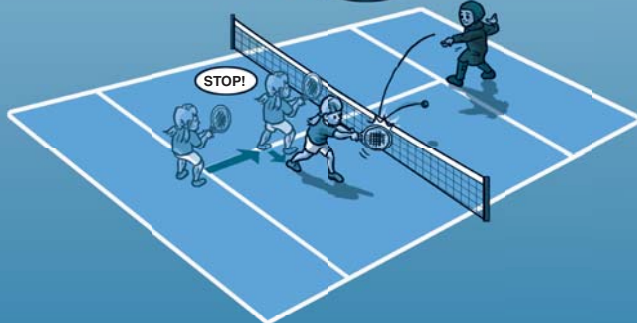
Cooperative: In 4s in a 2v2 race. Pair 1 do 'throw, volley and catch' as many times as possible while Pair 2 run all the way around the court out at a time. Change roles. The pair with the highest number of catches wins.

# MAIN THEME

Balance in the ready position



Meet the ball  
out in front



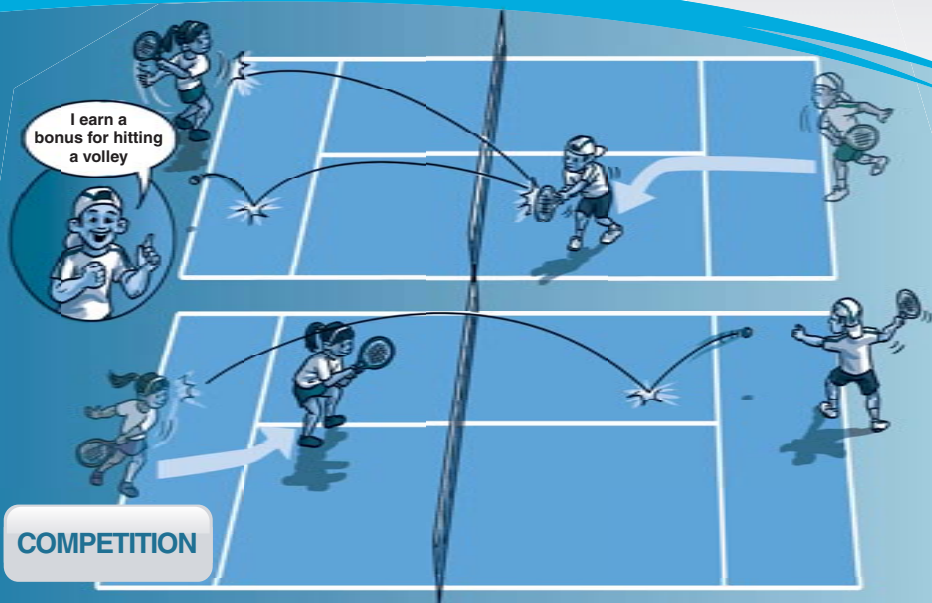
Balance when called then move to volley the ball

MAIN THEME

## UP 'N VOLLEY

### QUALITY POINTS

- Split step and get ready to move
- Hit from a good balanced position, stepping forwards to meet the ball
- Keep the racket head higher than the hand on contact
- Keep the action short



COMPETITION

## LEARNING OBJECTIVES

- Understand the right time for moving to the net during a rally
- Do a balanced split step position before the volley
- Contact the ball in front of the volley

## ORGANISATION

Pupils should have experience of volleys using card React 'n Volley

- Equipment: rackets, balls
- Define the court area and the volley position in relation to the net
- Position pupils and demonstrate
- Highlight safe use of rackets and balls
- Organise pupils into 2s

## ACTIVITY

Do activities in order:

1. In 2s. Pupil 1 stands on the service line with a ball. Pupil 2 starts on the opposite service line with a racket in the ready position. Pupil 2 starts to move forward, Pupil 1 shouts stop and throws the ball underarm. The hitter stops in a ready position with a split step, and then moves forward to volley. After 5 throws pupils change roles.
2. Pupil 1 hits the ball to Pupil 2 after shouting stop.
3. 4 shot rally = Pupil 1 hits a groundstroke, Pupil 2 hits a groundstroke and runs forward, Pupil 1 hits a groundstroke, Pupil 2 hits a volley.

### EASIER

- Nearer the net
- Start with the racket out at the side ready to volley

### HARDER

- Pupil 1 on the service line, Pupil 2 starts on the baseline
- Pupils rally from the baseline. When a short ball is recognised the pupils hit an approach shot then runs to the net to volley

## DISCOVER

- When do you do a split step on the way to net?
- Where does your racket finish when you hit a good volley?

## COMPETITION

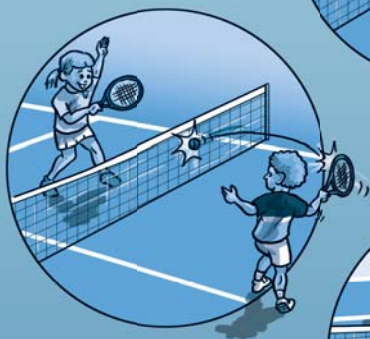
In 2s play point. Serving is alternate or as in a tie break. A pupil earns a bonus point for each successful volley in a rally.

# MAIN THEME

Opponent misses the ball...



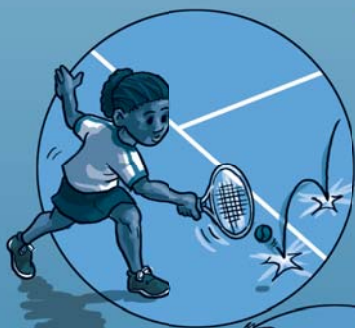
...or hits the ball into the net...



...or hits the ball out



The ball bounces twice before opponent hits it...



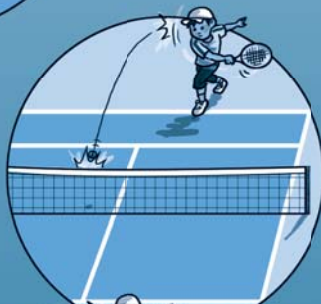
Pupils using a wheelchair are allowed two bounces

MAIN THEME

## WINNING A POINT

### QUALITY POINTS

- Watch carefully
- Call out loudly and clearly



Opponent serves a double fault



## LEARNING OBJECTIVES

- Recognise the 5 basic ways to win a point

## ORGANISATION

For players who can serve and rally and have an understanding of in and out and the court area.

- Position pupils at the side of the court and demonstrate
- Organise pupils into groups of 4 on each court area - 2 play singles and 2 are observers

## ACTIVITY

Do activities in order:

Explain and demonstrate the 5 ways to win a point:

- Opponent misses the ball
- Opponent hits the ball in the net
- Opponent hits the ball out
- The ball bounces twice before the opponent hits it (except for wheelchair pupils)
- Opponent does a double fault

2 pupils play points whilst the observers look for what happens when the point finishes. Pupils take turns to serve. Observers call out what happened and who won the point. E.g. 'The ball was out, Sally wins the point'. 'Ahmed hit the ball in the net, so Harry wins the point'. There is no need to count the score at this stage. Rotate the pupils and observers after every 4 points.

### EASIER

- Introduce 1 way of winning a point at a time and observers look for that only
- Play Catch Tennis

### HARDER

- Observers state who won the point without giving the reason
- Pupils call out who won the point and observers check

## DISCOVER

- What are the 5 ways you can win a point?
- When can you win a point without hitting a ball?
- What do you do if you see the ball bounce twice?
- How many bounces are allowed in wheelchair tennis?

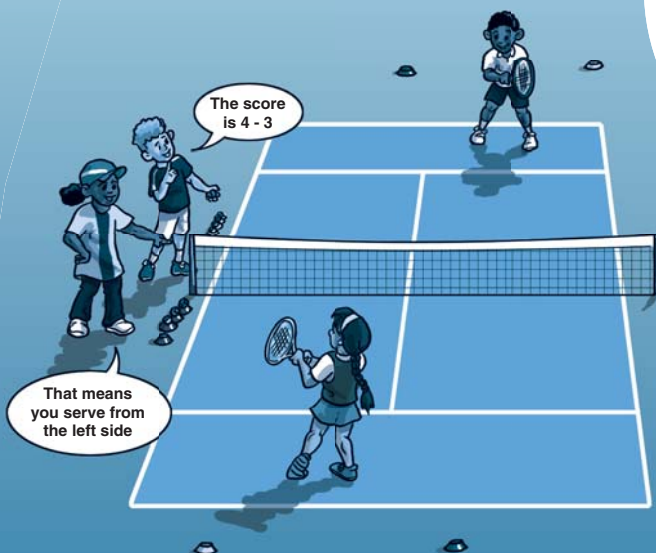
## COMPETITION

In 4s. 2 pupils play points with alternative serves. At the end of every point the pupil who won the point has to give the reason. 2 observers are judges and award the point winner a cone for a correct answer. After 4 points pupils and observers change roles. After a set time the overall winner of the court is the pupil with the most cones.

# MAIN THEME

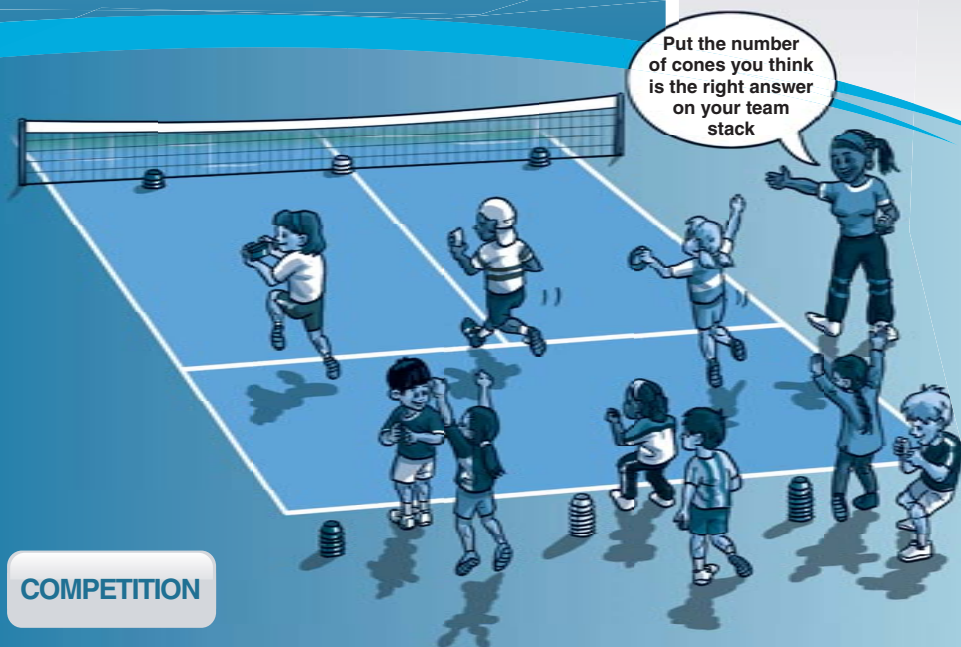
MAIN THEME

## SCORING A TIE BREAK



### QUALITY POINTS

- Watch carefully all through each point
- Agree the score before the next point
- Call the score loudly and clearly



COMPETITION

## LEARNING OBJECTIVES

- Count points
- Understand the serving order in a tie break

## ORGANISATION

For pupils who can rally and understand how to win a point. Use Winning a Point.

- Equipment: rackets, balls, cones
- Define the court area for matches. At the side of the court put a row of 7 cones for each pupil.  
At each end of the court behind the servers put a red cone on the servers put a red cone on the right side and a another colour cone on the left side
- Position pupils at the side of the court and demonstrate the order for serving
- Highlight the safe use of rackets
- Organise pupils into 4s. 2 pupils, and 2 observers on each court

## ACTIVITY

2 pupils play points. Pupil 1 serves first from the Right side for one point. Pupil 2 then serves one point from the Left side and then 1 point from the Right side. Pupil 1 then serves from the Left then Right and so on.

Observer 1 is scorer and watches, and for each point puts a ball on the winner's row of cones, and calls the score. Observer 2 watches the serving order and points to the correct server and the correct side. Stop at the end of each point and agree the score before the next point.

### EASIER

- Introduce just counting the points then adding serving order later
- Play Catch Tennis or Floor Tennis

### HARDER

- Pupils score themselves using cones
- Observer or pupils count the score without cones
- Score and serve correctly in a doubles match

## DISCOVER

- How do you decide who serves at the beginning of a match?
- Which side does the first serve from?
- If the number of points in total is an odd number which side does the server serve from?

## COMPETITION

Team Quiz: The answer to each question is a number. Each team runs and puts that number of cones on their team cone stack. At the end count up the total number of cones in the stack and see which team has the correct number of cones. Use some or all of the following example questions and add your own:

- How many points to win a normal tie break?
- If you are the first person how many points do you serve?
- If you are the second person to serve how many points do you serve?
- In a singles match if the score is 4-3 which side do you serve from?  
2 cones for R, 1 cone for L



# COMPETITION

COMPETITION

## COUNTING SKILLS

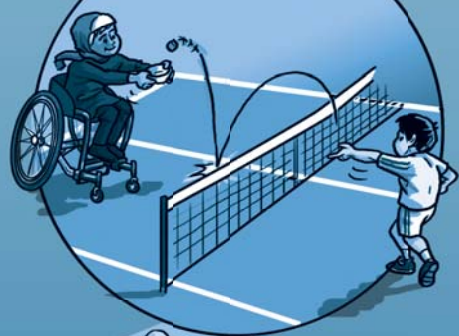
Cone Ladder



Up Bounce Catch



Catch Tennis Rally



Tap Ups



Floor Tennis Rally



Explosion Relay



## LEARNING OBJECTIVES

- To use skills and enjoy the experience of competition

## ORGANISATION

- Use as a whole competition or part of it. Particularly good for young beginners
- Prepare equipment - rackets, balls, cones, lines, plus 2 sets of cones for scoring. Set up cone ladders, one ladder per 4 players
- Divide pupils into 2 teams, give each team 1 cone to start their team stack
- When pupils do a skill in 2s they should be with a pupil from the same team

## ACTIVITY

1. Everyone does the same skill at the same time
2. Explain Skill 1 and how to win a cone. Practice for 2 mins
3. Count Skill 1 for 2 mins. As each pupil wins a cone they put it on their team stack
4. Repeat for Skills 2, 3, 4, 5 and 6

SKILL 1: CONE LADDER. See Cone Ladder. Every time a pupil runs through the ladder without touching the cones they win a cone

SKILL 2: UP-BOUNCE-CATCH. See Catch Tennis. Solo catch. Six in a row wins a cone

SKILL 3: TAP UPS. See Tap up Tennis. Solo tap ups. 6 in a row wins a cone

SKILL 4: CATCH TENNIS RALLY. See Catch Tennis. Partner skills. 6 throws and catches in a row wins a cone

SKILL 5: FLOOR TENNIS RALLY. See Floor Tennis. 6 successful hits through the cones in a row wins a cone

SKILL 6: EXPLOSION RELAY. See Explosion Relay. In 2 teams. Winning team wins 5 cones

## AT THE END

- Add up the cones in each stack and declare the winning team
- Think how you can make the activities more challenging for the next competition. Look at the harder section on the relevant activity cards

# COMPETITION

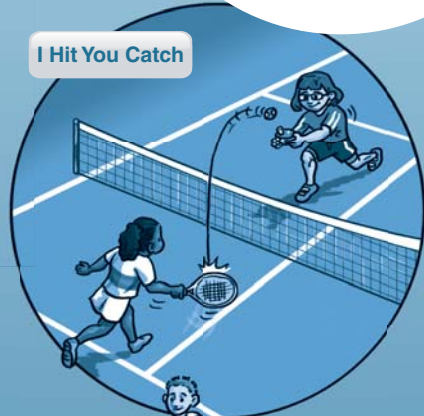
COMPETITION

## SKILL STATIONS

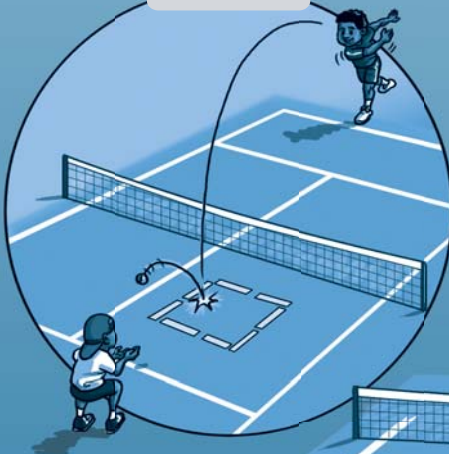
High Middle and Low



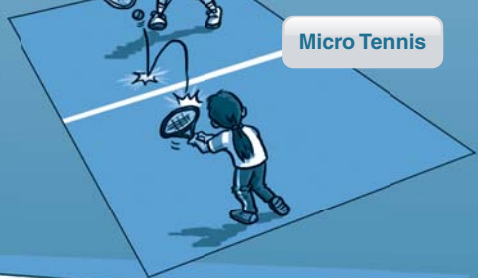
I Hit You Catch



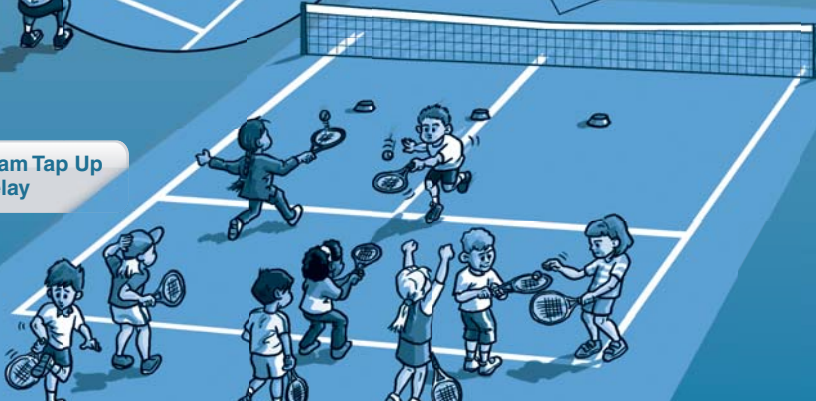
Target Throw



Micro Tennis



Team Tap Up Relay



## LEARNING OBJECTIVES

- To use skills and enjoy the experience of competition

## ORGANISATION

- For 8 pupils but can be adapted for more by having more at each station. Use as a whole competition or part of it. Particularly good for beginners
- Prepare equipment - rackets, balls, cones, lines and set up stations 1-4. Paper and pencil for recording scores
- Divide pupils into 4 teams of 2
- Organise one team to each station

## ACTIVITY

1. Explain stations 1, 2, 3 and 4 and how to score
2. Organise teams to each station ready to start. 2 mins to practice. 2 mins counting. Take scores to teacher
3. Rotate

SKILL 1: HIGH MIDDLE AND LOW. See High Middle and Low. Every successful return run scores a point

SKILL 2: I HIT YOU CATCH. See Radar. Every catch scores a point

SKILL 3: TARGET THROW. See Target Throw. Every throw in the target scores a point

SKILL 4: MICRO TENNIS. See Tap up Skills. Six hits in a row scores a point

SKILL 5: TEAM TAP UP RELAY: In teams each pupil has a racket. Each team has a ball. Pupil 1 runs to a cone 5m away and back while tapping the ball up, then places the ball onto pupil 2's racket who does the same. Award points to winning team or teams

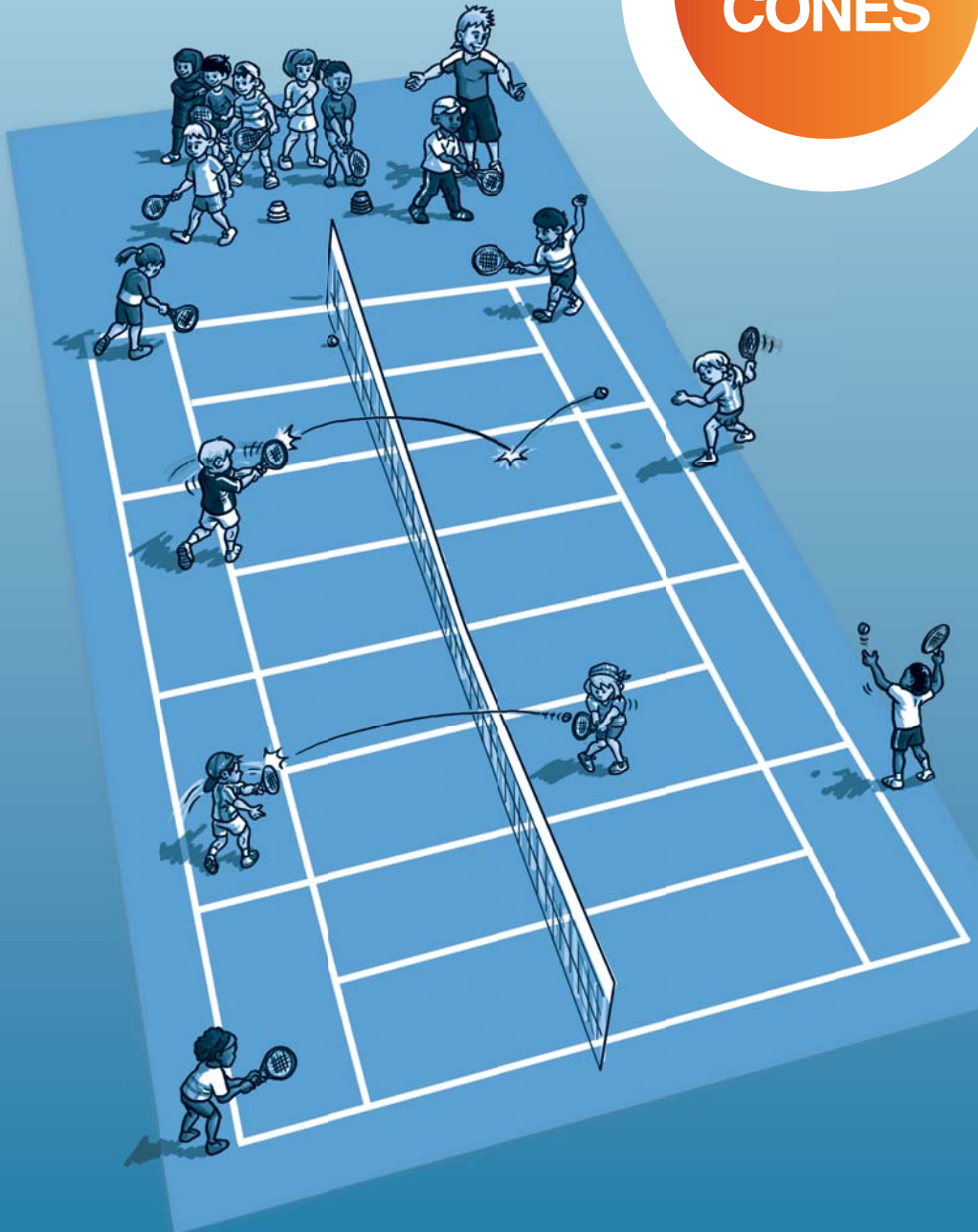
## AT THE END

- Add up the team scores and declare the winning team
- Think about how you can make the activities more challenging for the next competition. Look at the harder section on the relevant activity cards
- Create new stations using other skills on the activity cards

# COMPETITION

COMPETITION

## TEAM CONES



## LEARNING OBJECTIVES

- To use skills and enjoy the experience of matches in a team competition

## ORGANISATION

- For pupils who understand how to win and score points
- Have 2 sets of coloured cones
- Divide pupils into 2 teams: can be same or different numbers

## ACTIVITY

- Explain to the pupils they will play some singles matches and when they win a match they win a cone for their team. The team with the most cones at the end is the winning team
- Line each team up behind one team cone
- The first pupil in each line goes to court 1, next 2 pupils on court 2 etc
- Each match is to 4 points
- If pupils need help with scoring see 'Scoring a Tie Break'
- At the end of each match the winning pupil puts a cone onto the team cone stack and they both join the back of their team line
- The next 2 pupils go to the free court
- If the teams have different numbers the pupil rotation will happen naturally. If they have the same number, organise pupils so they have different matches

## AT THE END

- At the end, count up the team cones and declare the winning team



# COMPETITION

COMPETITION  
**ROUND  
ROBIN  
GROUP**

**Competition Week**

EVENT	A	B	C	D	Wins
Group					
A Ahmed		7	5		
B Brad	5				
C Clara					
D Danielle			4		

Play for 4

<del>AxC</del>	<del>BxD</del>	AvD	BvC
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## LEARNING OBJECTIVES

- To experience playing matches in an individual competition

## ORGANISATION

- For pupils who know how to win and score points
- Copy an appropriate scorecard and insert pupil names
- Work out a scoring length. E.g. For 4 pupils on 1 court there are 6 matches. A tie break to 7 takes 10 mins. The group would take 1 hour

## ACTIVITY

- Explain to the pupils how the group will work, the scoring, and how the winner is calculated
- Follow the order of play
- Tell pupils what to do when they are not playing, where they wait or help with scoring
- Plan ahead and have the pupils for the next match ready to go on court

Completing the scores:

- Record results as matches finish
- Put a pupil's score in the horizontal box in the opponent's column for both pupils in each match
- The winner is usually the pupil with the most wins. If there is a 2 pupil tie, take the winner of the match between them. In the rare occurrence of a 3 pupil tie, calculate the percentage of points won of the number of points played

Sample completion of a box: for a group of 4 pupils with matches of one tie break game to 7

Group	A	B	C	D	Wins	Points for	Points played	Position
A Ahmed		7 W	5 L	3 L	1	15	34	4 (44%)
B Brad	5 L		5 L	7 W	1	17	35	2 (48%)
C Clara	7 W	7 W		7 W	3			1
D Daniella	7 W	4 L	4 L		1	15	32	3 (47%)

Variations:

- For young pupils let all points count and the pupil with the most points wins. State this at the beginning

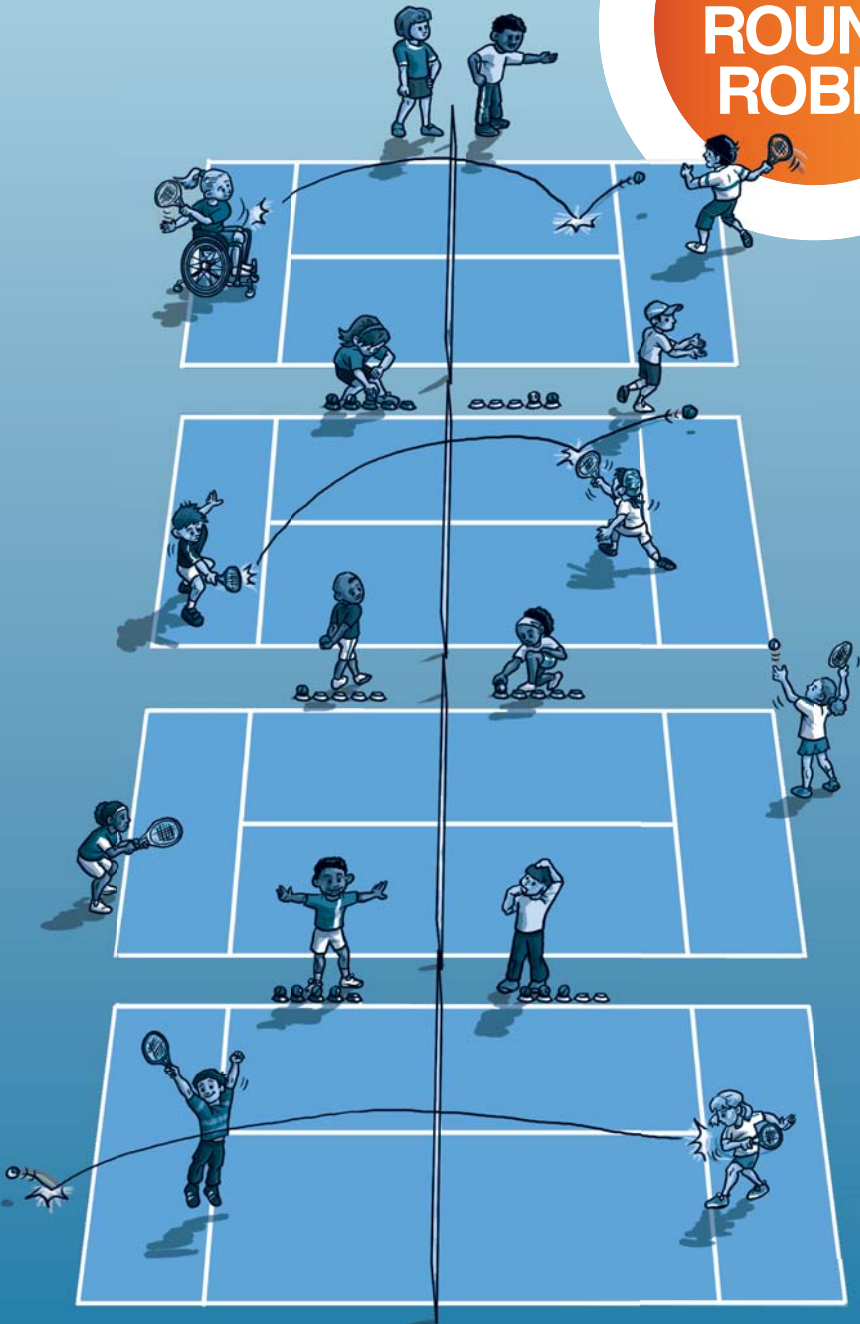
## AT THE END

- Announce the winning pupil for each group

# COMPETITION

COMPETITION

## TEAM ROUND ROBIN



## LEARNING OBJECTIVES

- To experience playing matches individually whilst contributing to a team score

## ACTIVITY

- For pupils who know how to win and score points
- Use this card in conjunction with Competition Card 4 Round Robin Group
- This version describes the format for 16 pupils in 4 teams. You can adapt number of teams or number of pupils in a team
- Have group scorecards ready for groups of 4
- Organise pupils into 4 teams and number the pupils in each team 1,2,3,4 in order of standard
- All the number 1 pupils go into group 1, the number 2 pupils go to group 2 and so on. Therefore each group has a pupil from each team

## ORGANISATION

- Explain the format to the pupils – they play singles matches in their group. Matches are tie break scoring. Each match is 7 points (score could be 4-3, 5-2 etc) and all points won count towards their team score
- Each group records match scores as the matches finish

## AT THE END

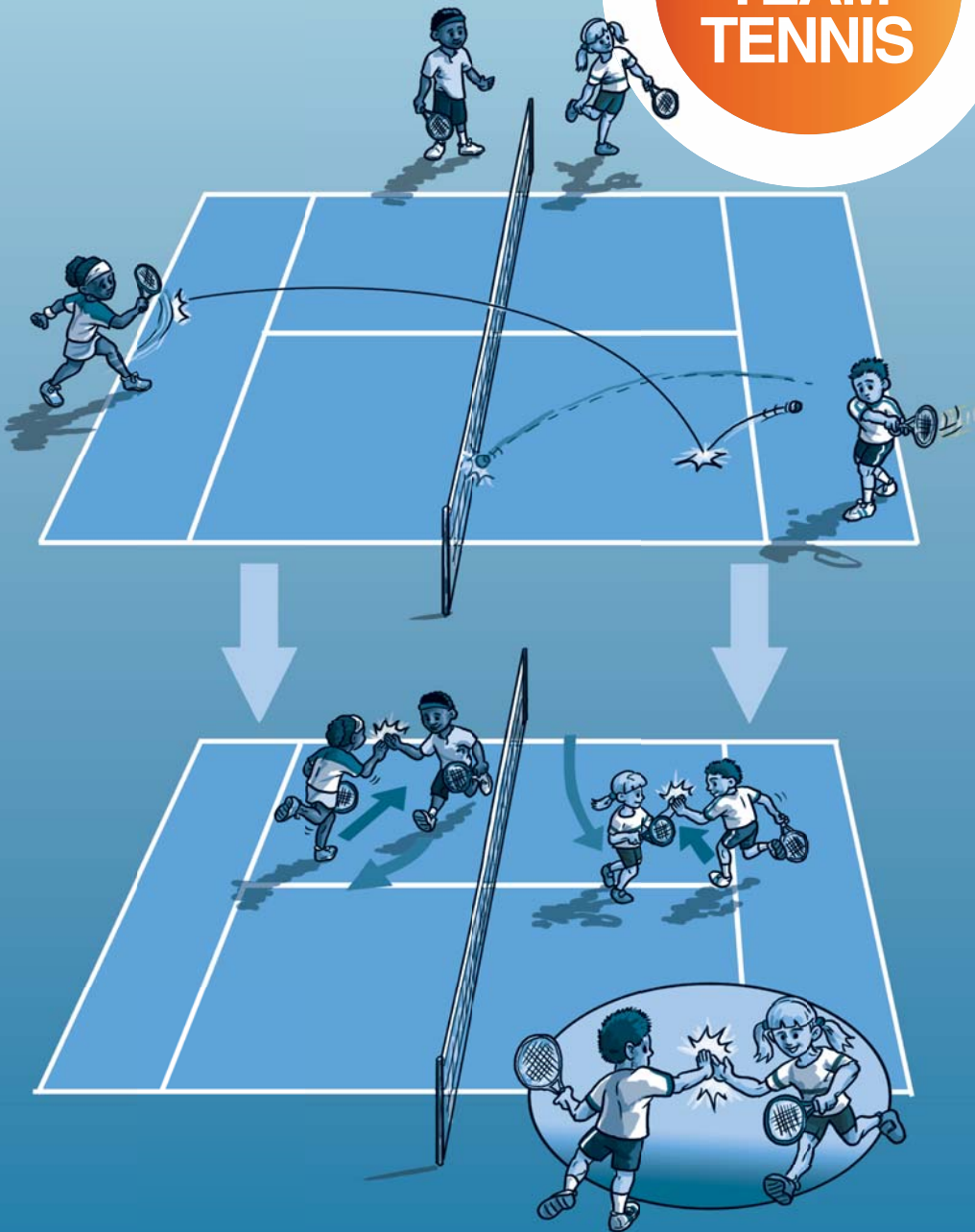
- As the groups finish add up the points for each pupil and record the scores  
Example team score card:

	Reds	Blues	Greens	Yellows
1	10	12	9	11
2	12	8	13	9
3	9	11	10	12
4	12	8	9	13
Total	43	39	41	45

- Add up the team points and declare the winning team

# COMPETITION

## COMPETITION TAG TEAM TENNIS



## LEARNING OBJECTIVES

- To practise playing points and scoring in a fun team format

## ORGANISATION

- For pupils who know how to win a point. Particularly good for pupils learning how to score. For Red use a whole court for matches. For Orange and Green use a half court with tramlines, service boxes as normal
- Put pupils in 2's. It is also possible to have more than 2 in a team with more rotations of pupils
- Match up opposing teams for matches

## ACTIVITY

Explain the format and scoring to the pupils

- Each match is the best of 3 tie breaks
- The match starts between 2 pupils (1 from each team) with the others scoring. After every 4 points both pupils are 'tagged' (replaced) by their team mate and play continues. The scoring is continuous
- After each tie break, rotate the order of pupils

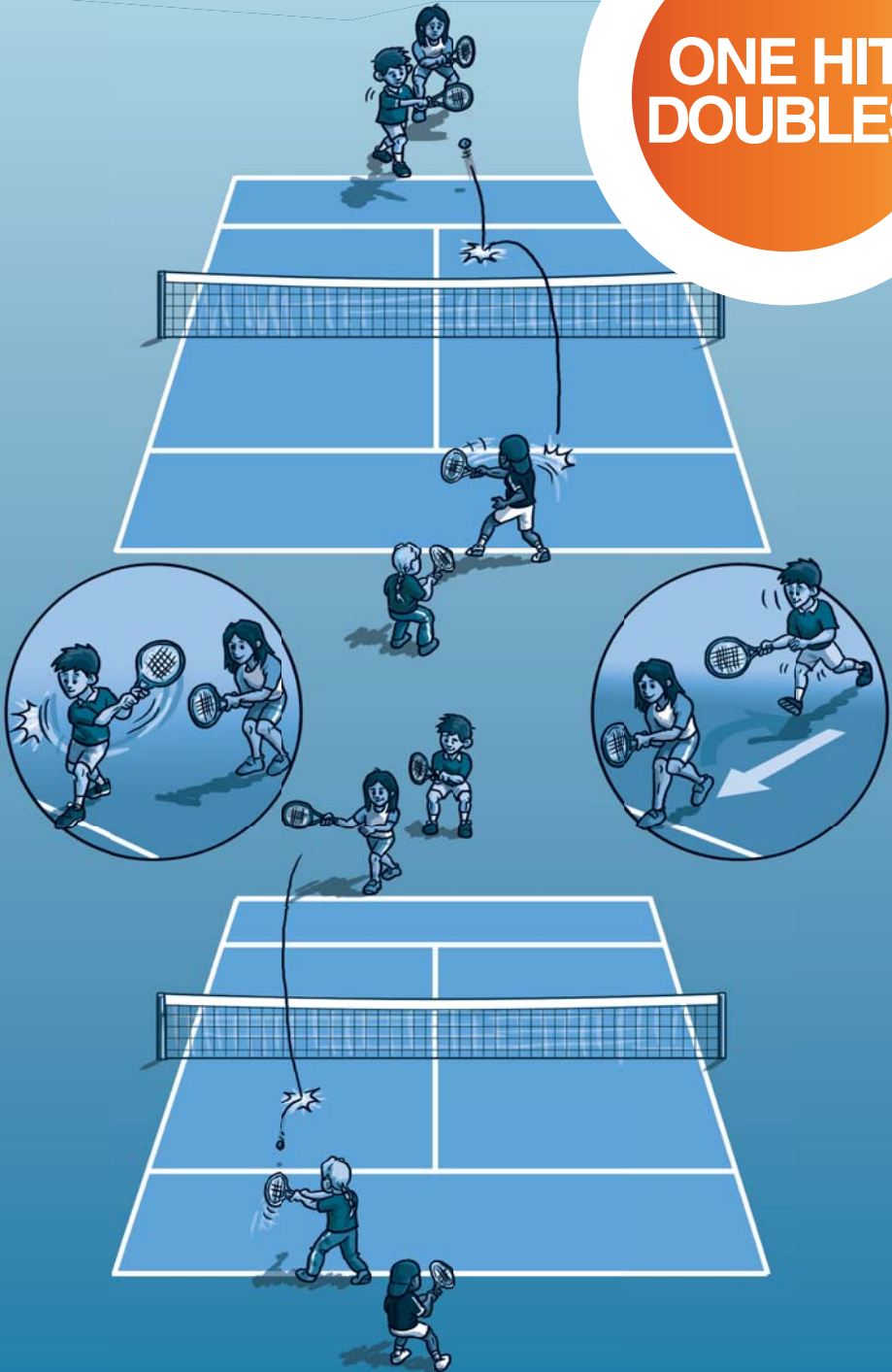
## AT THE END

- Declare the winning teams

# COMPETITION

COMPETITION

## ONE HIT DOUBLES



## LEARNING OBJECTIVES

- To experience competition in a fun format

## ORGANISATION

- Suitable for Red pupils aged 7+, Orange and Green pupils
- Practise the 'alternate hit' format in previous lessons, so that they learn to play safely
- Divide pupils into 2 teams and then, within each team, into pairs
- Match up Team 1 pairs against Team 2 pairs on a court for each match

## ACTIVITY

- Explain the format to the pupils: All matches play at the same time. Each match is between 2 pairs from opposite teams and in each pair the pupils hit the ball alternately. Play a tie break to 7
- The first match to finish shouts STOP and all matches must stop instantly, not finishing the point
- The pairs who have won or are winning at the time of stopping record 2 points for their team. If a match is drawn they both record 1 point
- After Round 1 the pairs of Team 1 move UP the courts, and Team 2 stay and Round 2 starts
- Play 2, 3 or 4 rounds depending on time

## DISCOVER

- Add up the points and declare the winning team