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# Supporting and collaborating with teachers in the educative experience of quality Health and Physical Education



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*Sporting organisations and external providers in their quest to partner with Schools must look beyond motives that solely serve to appeal to the recruitment of participants, loyalty to the sport and an influx of fans through the baffle gates of major sporting events – all of which do not attend to the central educative experiences of Health and Physical Education (HPE). Underpinned by the promotion of lifelong physical activity, Tennis Australia's newly developed Tennis for Secondary Schools resource continues the planned, progressive and inclusive teaching and learning experiences developed in the Tennis for Primary Schools resource. Aligned to two strands of the Australian Curriculum: Health and Physical Education (AC:HPE) and with explicit links to aspects of the achievement standards for Years 7-10, the resource considers a holistic and interrelated approach to student development across various learning domains within the connected dimensions of curriculum, pedagogy and assessment. These considerations ensure that external providers like Tennis Australia are invested in supporting and collaborating with teachers in relation to curriculum decision-making and design and motivated by promoting tennis within HPE as an educative experience. This paper will outline the four pillars and associated components of the resource and explore the anatomy of a sample lesson to demonstrate these educative connections.*

## Pillars and components underpinning the Tennis for Secondary Schools resource

Four pillars are represented in the Tennis for Secondary Schools resource and are outlined in **Figure 1**. The pillars and associated components take a more holistic view of a student's development than in previous tennis resources.

### MOVEMENT CONCEPTS AND STRATEGIES

#### *Playing the Game*

Playing the Game has a particular emphasis on the tactical concepts associated with the game. Explored in a modified environment (scaled courts and equipment) tactical concepts such as, setting up an attack using width and depth in singles, defending against an attack in doubles and exploring the strengths and limitations of various playing styles are addressed in this pillar of the resource



**Figure 1:** The overarching philosophy, pillars and components of the Tennis for Secondary Schools resource.



**ACTIVE AND HEALTHY**

*Physical Activity, Fun and Fitness*

Physical Activity, Fun and Fitness has a specific emphasis on the skill-related components of fitness (e.g., agility, mobility and flexibility) and how students develop these skills to not only participate in tennis games but also how to transfer these skills to daily life. Supported by the use of music and pedometers, students focus on ways to increase physical activity in a fun and engaging environment

**PERSONAL, SOCIAL, AND EMOTIONAL**

*Promoting Personal and Social Competence*

Promoting Personal and Social Competence has a particular focus on developing social and emotional competencies in students (e.g., respect, effort, leadership, group welfare and independence). These elements are addressed through 'awareness talks' and reflection activities that are incorporated in the other pillars of the Tennis for Secondary Schools resource

The fourth pillar of **COMMUNITY** and its component of *Tennis Sport Education* will be provided to schools as a supplementary educational resource following the initial



publication and professional learning of the other pillars. The **COMMUNITY** pillar has a particular emphasis on role responsibility, team affiliation, fair play, a season of sport, record keeping and match play. Enhancing movement performance and strategies that develop skill as well as performing physical activity to contribute to an active and healthy life are also considered. The associated component of *Tennis Sport Education* is also linked to multiple areas of learning across the curriculum to teach for literacy, numeracy and the general capability to think critically and creatively. This

component additionally promotes pursuing physical activity within the community (e.g., participating in social and competitive tennis at the local tennis club).

**Fostering connections to the community and learning beyond the school**

The Tennis for Secondary School resource recognises the importance of promoting connections to learning outside school and beyond school years. This is made explicit in the pillar of **COMMUNITY** and its associated component of *Tennis Sport Education*. With features including a season of sport, team affiliation and festivity, students become introduced to the experiences associated with joining a tennis club for social or competitive play. Similarly, the pillar of **PERSONAL, SOCIAL AND EMOTIONAL**, explores elements of Hellison's (2011) Teaching Personal and Social Responsibility model (e.g., leadership, respecting the rights and feelings of others, effort and cooperation and self-direction). With a focus on developing these social and emotional competencies during physical activities in class, students are challenged to transfer these learnings into other facets of their life. Specific activities designed for students to consider these aspects are integrated throughout all the pillars of



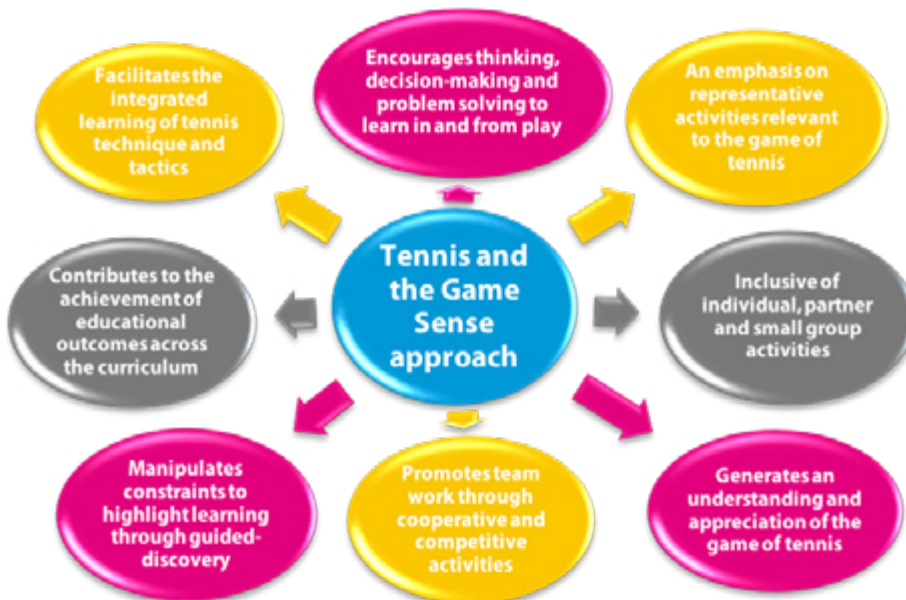


Figure 2: Outlines how the GSA is defined in tennis (Hewitt & Pill, 2016).

the resource to encourage a coherent connection between the various domains.

### A pedagogical approach that appeals to the Key Ideas and General Capabilities of the Australian Curriculum

The Tennis for Secondary Schools resource adopts a game-based focus of the Game Sense Approach (GSA) central to the Australian Sports Commission (ASC) sporting philosophy of 'Playing for Life'. Learning is positioned within modified

and inclusive games to emphasise understanding of the way rules shape game behaviour, tactical awareness, decision-making and the development of contextualized stroke mechanics (technical skill). This pedagogical approach aligns with aspects of the Key Ideas as outlined in the Australian Curriculum (AC) (ACARA, 2016a). For instance, the GSA plans for diversity through inclusive practices such as those advocated in the *CHANGE IT* formula (Schembri, 2005). This supports a strengths-based approach that considers behaviours that will enhance students' participation as opposed to focusing on a deficit-



based model of development. All the lessons in the resource provide students with the ability to sample and choose their appropriate entry point during an activity or task. These choices are presented in the form of 'scaled challenge points'. Suggestions are provided in relation to increasing or decreasing the complexity of an activity. As the GSA is foregrounded in reflective practice through the process of questioning, the promotion of critical thinking is addressed during lesson activities. This pedagogical feature is linked to one of the general capabilities of the AC – Critical and Creative Thinking (ACARA, 2016b).

### The elements of a lesson

The resource provides two detailed components; *Playing the Game and Physical Activity, Fun and Fitness for Years 7-10*. Each component comprises 20 lessons. The component of Promoting Personal and Social Competence is represented throughout each of the other components. A sample lesson outlining the various elements of a lesson is provided on the following pages.

### Placing tennis back on the Physical Education agenda

Perhaps the perception that tennis is a highly technical sport to teach and







learn that requires full-sized court spaces to cater for large student numbers of differing abilities and motivations has impacted on its apparent underrepresentation as a sport for teachers to include as a net/court/wall game experience during Physical Education curriculum time. The newly developed Tennis for Secondary Schools resource was designed in part to address these potential barriers and support and provide teachers with an opportunity to introduce tennis in a modified environment that enables all students, regardless of their ability, to participate and to improve in line with

their developmental readiness that also promotes a holistic and genuine educative experience.

To find out more about the resource, please visit our website [www.tennis.com.au/schools](http://www.tennis.com.au/schools) for further information.

### References

Australian Curriculum and Assessment Reporting Authority [ACARA] (2016a). Foundation to Year 10 Curriculum: Health and Physical Education. Key ideas Retrieved 21 February, 2018 from: <http://www.australiancurriculum.edu.au/health-and-physical-education/curriculum/f-10?layout=1>.

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Hellison, D. (2011) *Teaching Personal and Social Responsibility through Physical Activity*. 3<sup>rd</sup> edition (Champaign, IL): Human Kinetics.

Pill, S., & Hewitt, M. (2017). Tennis coaching: Applying the game sense approach. *Strategies: A Journal for Physical and Sport Educators*, 30(2), 10-16.

### About the authors

**Rebecca McDonald** is the National Head of Schools at Tennis Australia. She has a Bachelor of Commerce (Sports Management) with an extensive tennis coaching background. Rebecca was a key author of the Tennis for Primary Schools resource, and also manages, develops and implements educational content that links the school and tertiary sectors to tennis.

**Mitch Hewitt** is the National Education Project Manager for Tennis Australia. Mitch has over 30 years of coaching experience and has been a primary and secondary physical education teacher. He has a Masters of Education, and a PhD in pedagogy, and is an adjunct lecturer at the University of Southern Queensland. Mitch is a regarded presenter in sport pedagogy, with numerous published articles relating to teaching styles.

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# LESSON 5

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## TIME

1 hour

## TACTICAL CONCEPT

Applying the playing style of a counter puncher in singles

## LEARNING INTENTION

By the end of this lesson students will:

### KNOW

The playing characteristics of a counter puncher

Forced and unforced errors

### DO

Perform the preferred tennis strokes and playing style of a counter puncher during a singles rally

### UNDERSTAND

How to apply the playing characteristics of a counter puncher during singles

## ASPECTS OF THE ACHIEVEMENT

### STANDARDS

They evaluate the outcomes of emotional responses to different situations

Students demonstrate leadership, fairplay and cooperation across a range of movement and health contexts

They apply and transfer movement concepts and strategies to new and challenging movement situations

They work collaboratively to design and apply solutions to movement challenges

They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances

## CONTENT DESCRIPTION

Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094)

Provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations (ACPMP099)

Develop, implement and evaluate movement concepts and strategies for successful outcomes with and without equipment (ACPMP101)

Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities (ACPMP107)

## AREA

A large, safe, flat playing area with the appropriate number of courts (6m x 11m) for the number of students participating

## EQUIPMENT



1 net (6m)  
per pair



1 blue tennis  
ball per pair



4 drop down  
lines per pair



2 racquets  
per pair



3 cones  
per pair

# NOTES FOR THIS LESSON

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Please review the following information as you guide students through this lesson's games:

## PRE-ASSESSMENT ACTIVITY - 'MINUTE PAPER'

Prior to conducting the games, ask students to write down all the knowledge, concepts, ideas and understanding they have about tennis playing styles. You may wish to prompt the students' thoughts by explaining that playing styles relate to the different strategies players use to enhance their own strengths and exploit their opponent's weaknesses in order to win points. After producing their 'minute paper', invite students to share their responses. The teacher may write these responses on a whiteboard in the form of a 'mind map' to discuss

## FOCUS QUESTIONS

What is a counter puncher?

- A counter puncher is a type or style of tennis player
- Counter punchers are often defensive baseline players who react to their opponents and allow their opponents to dictate play

What are the characteristics of a counter puncher?

- High cardio fitness levels
- They play most points from behind the baseline
- Consistency is a weapon – they get everything back and often wait for their opponent to make an error
- They hit with depth to force their opponent back in the court to minimise an attack
- They hit few unforced errors (e.g. an error when no pressure has been applied by an opponent)
- They enjoy engaging in long rallies

## AWARENESS TALK

Leadership is represented in many forms. At the basis of good leadership is care and compassion for others. When interacting with others, you should always be concerned for their wellbeing

When you are participating in today's lessons I would like you to reflect on situations where you were required to lead others in the class and ask yourself the following questions:

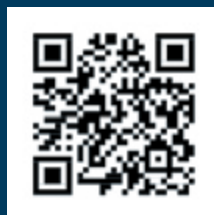
- Did I show care for others?
- Did I display compassion for others?
- Was I sensitive to others' situations?
- How did I respond to these situations?

## FOCUS ON Tennis



Available on the Australia YouTube channel (scan the below QR code with your phone or visit [bit.ly/tennisresources](https://bit.ly/tennisresources)) the following clips can be found in the secondary schools playlist and provides an example of a counter puncher in action!

1.8 Playing Styles – Counterpuncher





# GAME 1

## MARATHON TENNIS

20 MINUTES

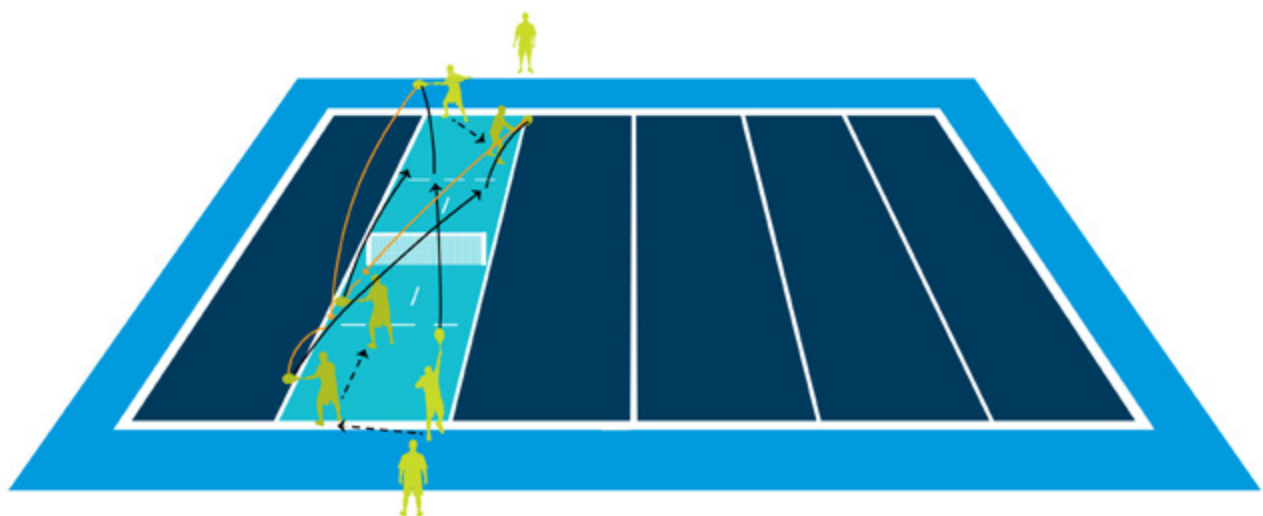
### INSTRUCTION

- Students form pairs and position themselves on one side of the playing area against another pair with one tennis ball, two racquets and eight drop downlines per court
- Student 1 in each pair is to take the court while their partner waits beside the court
- Student 1 commences the rally with a drop and hit or neutral overarm serving action to student 2
- Students continue the rally attempting to move their partner around the court and win the point
- Students score one point each time the ball is hit and if they win the rally will accumulate those points to their total. For example; five rallies over the net are had, five points will be awarded to the winner of the rally
- Teams alternate serving after each point
- The teacher indicates an appropriate amount of time or number of rallies the students are to achieve before changing with their partner
- Students positioned beside the court are scoring for their partner
- Students must shake hands on completion of the game and thank each other for the match in a respectful manner

### SCALED CHALLENGE POINT

- ↓ Students perform the game cooperatively with the option of two bounces and trapping or tapping the ball before returning
- ↓ Students perform the game competitively with the option of two bounces and trapping or tapping the ball before returning.
- ↑ Students perform the game competitively using a green ball with the option of employing tie-breaker scoring. Students have the option of extending the length of the playing area

**NOTE: A peer support opportunity is available for this game (refer to the peer support assessment criteria located on the following pages)**







# EXPLORE

## THINK - PAIR - SHARE

After reading the questions below, choose one (or perhaps your teacher will nominate a question for you) and complete the three steps below:

### 1. What are the playing characteristics of a counter puncher?

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### 2. Outline the limitations (weaknesses) of a counter puncher?

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a. **THINK** – think independently about the question and form your ideas

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b. **PAIR** – with a partner, share and discuss your ideas

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c. **SHARE** – with your partner, share your ideas with a larger group (e.g. this might include the entire class)

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# GROUP REFLECTION

In small groups, discuss your participation in today's lesson and the opportunities you had to lead others in the class. As you discuss this, record your group's responses to share with the class

| QUESTION   | YOUR GROUP'S RESPONSES |
|--|------------------------|
| 1. Did you show care for others? How?                          |                        |
| 2. Did you display compassion for others? How?                 |                        |
| 3. Were you sensitive to the situation of others? In what way? |                        |
| 4. How did you respond to these situations?                    |                        |

Signed: \_\_\_\_\_

Date: \_\_\_\_\_