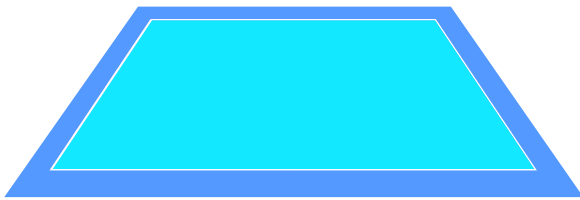


Court area

At this stage teachers can define a playing area which is large, safe, flat and appropriate for the number of students who are participating. Playing areas can be defined by soft cones or drop down lines.



Equipment

Students will use different balls of varying sizes, however the red low compression tennis ball (25% of a yellow tennis ball) is the key piece of equipment for this stage. The red tennis ball bounces lower and slower for the student to make contact with.

Students will use a foam bat, paddle tennis bat and/or 19 or 21 inch tennis racquets.

End game

At the completion of the Blue Stage, every student will have developed the confidence and competence to participate in the end game, **Australian singles challenge**.

Australian singles challenge is a game played between pairs within a large, safe playing area with a net (line on the ground). Students must project the ball at knee height or above across the net, until one student wins the point. The serve for Australian singles challenge is a drop and hit serve.

Take a flexible view of lessons

It may be appropriate to re-visit or repeat lessons more than once to permit additional practice opportunities for students. Similarly, teachers are not obligated to adhere to the lessons in each stage in a sequential fashion. The order in which the lessons are presented may be varied based on a number of potential factors. For instance, time of the lesson, student engagement and student ability.

Other features of the lesson

Focus questions

Focus questions are designed to guide the students learning and encourage them to appraise and reflect on the technical or tactical aspects of the game.

Variations

A series of suggested variations are provided in each lesson. They are designed to provide teachers with additional options for each activity. Variations in a lesson are based on the *CHANGE IT* formula (Schembri, 2005) where teachers and students are encouraged to vary different aspects of the game including, teaching style, scoring, playing area, number of students, game rules, equipment, inclusion and time.

Basic technical tips for teachers

Tips are provided to emphasise a technical point which will assist teachers in improving students' performance and learning.

Fun facts

Fun facts provide specific information on a new stroke or interesting fact about tennis. They also may relate to a particular Grand Slam. The fun facts for the Blue Stage are related to the end game Grand Slam, the Australian Open.

Student reflection

At the completion of a lesson, students can be asked to reflect on what they have participated in and also what they have learnt during the activities. This will help facilitate their learning and understanding of the game. Teachers may also use the student reflection process as an assessment tool for students. The student reflection process commences in the Red Stage.

Blue Stage Lesson Plan



Time

30 minutes

Learning intention

Develop the serve (drop and hit) with a racquet

Content description

Perform fundamental movement skills in a variety of movement sequences and situations (ACPMP025)

Create and participate in games with and without equipment (ACPMP027)

Area

A large, safe, flat playing area appropriate for the number of students participating

Equipment



1 racquet per student



3 red tennis balls per student



1 drop down line per student



3 hoops per student

Notes for this lesson

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

Focus questions

- How do you position your body and racquet prior to performing a drop and hit?
- How do you swing your racquet when performing a drop and hit?
- How do you make it easy for your partner to receive the ball?

Basic technical tips for teachers

- When performing a drop and hit ensure you place your body in a side-on position
- Prior to making contact, point the head of your racquet toward the back and ensure the ball is positioned in front and slightly to the side. Move the racquet in a low to high swing pattern.

Fun facts

In tennis, the serve is used to commence a rally. Servers are provided with two opportunities to serve the ball over the net and into a designated area. A 'fault' is called when the server misses one serve. The server loses the point if both serves are missed. This is called a double fault.

Activity 1 Twister

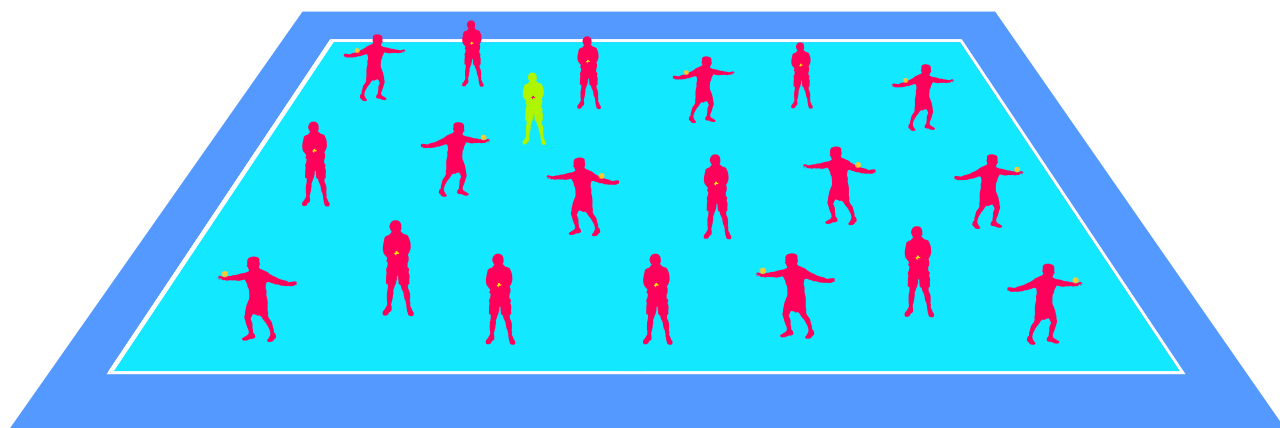
5 minutes

Instruction

- Teacher to define a playing area with cones
- Students to find a safe space on their own with one tennis ball
- The students 'copy' how the teacher moves the ball around different parts of their body, including:
 - » passing the ball from hand to hand around their ankles, knees, waist, neck, head and in a 'figure 8' pattern between the knees
 - » rolling the ball along the arms, legs, across feet and chest
- Other movements may include: rolling the ball along the arms, legs, across feet and chest
- The teacher starts their demonstration slowly to allow the students sufficient time to follow and copy. From there the teacher becomes increasingly quicker, combining various movements in different directions in rapid succession for more challenge

Variations

- Students move (e.g. walk) while performing the actions
- The teacher nominates various students to lead the activity



Activity 2

Bullseye

10 minutes

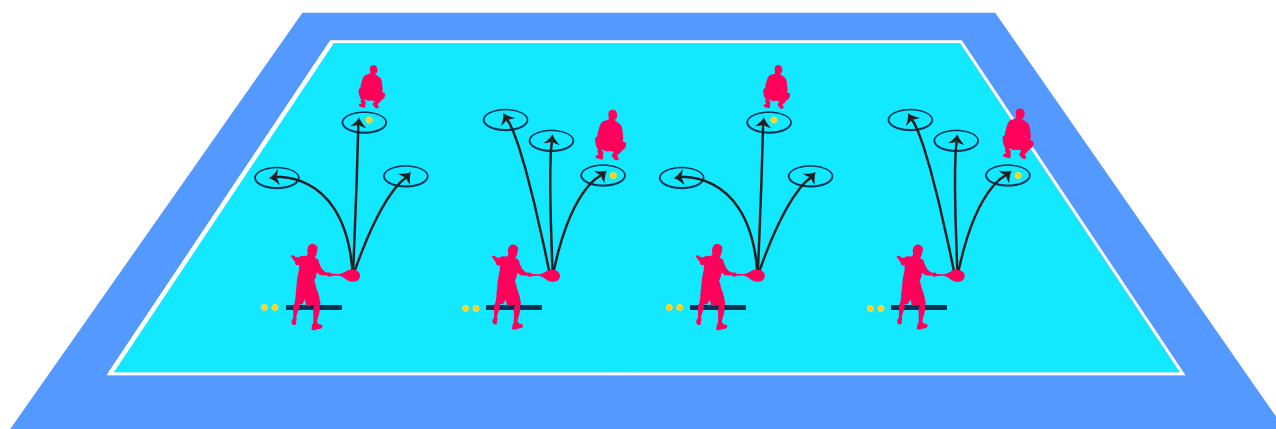


Instruction

- Teacher to define a playing area with cones
- Students form pairs and find a space safe on their own with a racquet, three tennis balls, a drop down line and three hoops
- A drop down line is positioned to indicate the starting position of student 1 and the tennis balls are to be located beside the drop down line. Students are to position their hoops approximately three metres in front of their starting position at various angles
- Student 2 is positioned behind the hoops
- Student 1 decides which hoop to aim for
- Teacher announces “bullseye” and student 1 drops the ball with their non-dominant hand onto their forehand side and hits the ball toward one of the hoops
- Once student 1 has hit all the balls, student 2 collects the balls and swaps roles with student 1
- Students score one point each time the ball hits the bullseye (inside the hoop)
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

Variations

- Increase or decrease the playing area
- Racquet to be replaced with an underarm throw



Activity 3

Guess who

15 minutes

Instruction

- Teacher to define a playing area with cones
- Students form pairs and find a safe playing area on their own with a racquet, tennis ball and two drop down lines
- Students are positioned opposite each other approximately three metres apart
- Drop down lines are positioned to indicate all starting positions for students
- Student 1 commences the rally with a drop and hit serve on their forehand side attempting to land the serve on either student 2's forehand or backhand side
- Student 2 attempts to guess which side student 1 is serving to
- Student 2 tracks the movement of the ball, allowing it to bounce once before catching the ball with two hands and returning the ball with an underarm throwing action to student 1
- Students score one point each time the serve is made and a bonus point if the ball is caught
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

Variations

- Increase or decrease the playing area
- Both students use racquets

