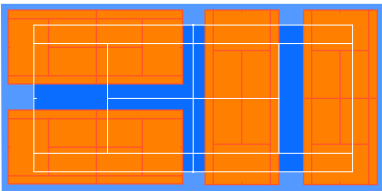


Court Area

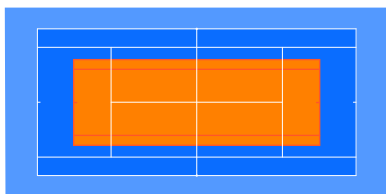
At this stage teachers can define a playing area with an Orange court area. There are two variations to the Orange court, 5.5m in width x 13m in length or 6.4m in width x 18.29m in length. In the school setting we recommend a 5.5m x 13m court to maximise participation.

Alternatively, students can define their own court by marking out an area with soft cones or drop down lines.

Students can also participate in the activities on a Red court, which is 5.5m x 11m.



Orange 1 Court dimension
5.5m x 13m (NEW COURT)
(net height – 75 cm)



Orange 2 Court dimension
6.4m x 18.29m
(net height – 65 cm)

Equipment

The orange low compression tennis ball (50% of a yellow tennis ball) is the key piece of equipment for this stage. The orange tennis ball bounces lower and slower for the student to make contact with. Students will use 23 or 25 inch tennis racquets.

End game

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

England singles challenge is a competitive game played between pairs on a orange tennis court 6.4m wide x 18.29m length. Students serve, return and rally the ball until one student wins the point.

Take a flexible view of lessons

It may be appropriate to re-visit or repeat lessons more than once to provide 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 Orange Stage are related to the Grand Slam, Wimbledon.

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.

Orange Stage Lesson Plan



Time

40 minutes

Learning intention

Explore transition –passing shot and lob

Content description

Practise specialised movement skills and apply them in a variety of movement sequences and situations (ACPMP061)

Propose and apply movement concepts and strategies with and without equipment (ACPMP063)

Area

A large, safe flat playing area with the appropriate number of orange tennis courts for the number of students participating

Equipment



2 racquets
per pair



1 orange
tennis ball
per pair



2 drop down
lines per pair



2 pegs
per pair

Notes for this lesson

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

Focus questions

- What types of shots can you hit when your opponent is positioned at the net?
- What is a passing shot?
- What is a lob?

Basic technical tips for teachers

- When making contact with the ball, point the strings of the racquet toward the target
- The racquet follows a low to high path and the follow through is a natural extension of the swing

Fun facts

A passing shot and a lob are types of shots you can hit when your opponent is positioned at the net. A lob is hit high over your opponent's head and deep in the court. Depending on the situation, it can be used as an offensive or defensive tactic. A passing shot is hit in a down the line or cross court direction. It is an aggressive shot designed to 'pass' an opponent positioned at the net.

Student reflection

What types of shots can you hit when your opponent is positioned at the net?
How do you decide which shot to hit?

Activity 1

Chip Charge

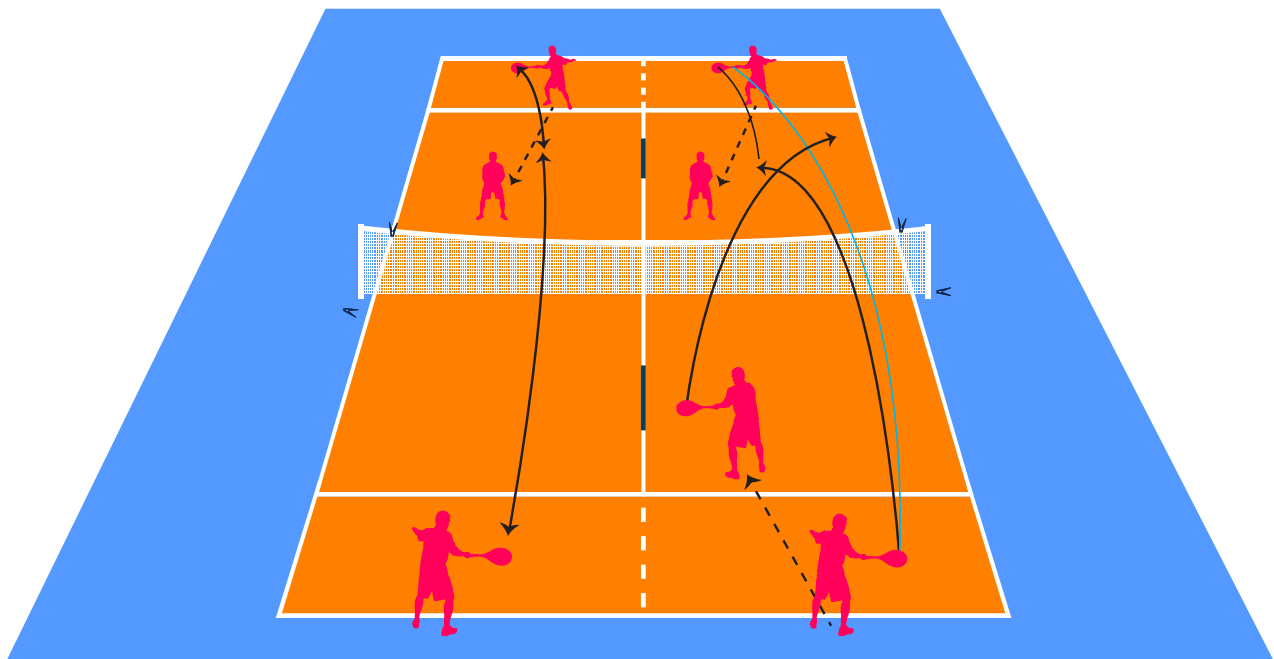
10 minutes

Instruction

- Students form pairs and are positioned opposite each other on the baseline in an orange playing area with one tennis ball, two racquets, two drop down lines and two pegs
- Drop down lines are positioned in the middle on either side of the net, dividing the court into two halves
- Student 1 commences the rally by projecting the ball with a drop and hit serving action down the line to student 2 attempting to land the ball between the net and baseline (service line area)
- Student 2 tracks the movement of the ball and moves forward, attempting to return the ball with a forehand action after one bounce
- The rally continues with student 2 positioned at the net and student 1 attempting to hit a passing shot (a ball that travels past the net player) or a lob (a ball that travels over the net player)
- Students score one point each time a rally is won and use their peg at the bottom of the net to move up the rungs of the net to indicate their score
- Students alternate serving after each point
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

Variations

- Students approach the net with a forehand or backhand
- Students score a bonus point if the point is won by a passing shot or lob



Activity 2

Give Me 4

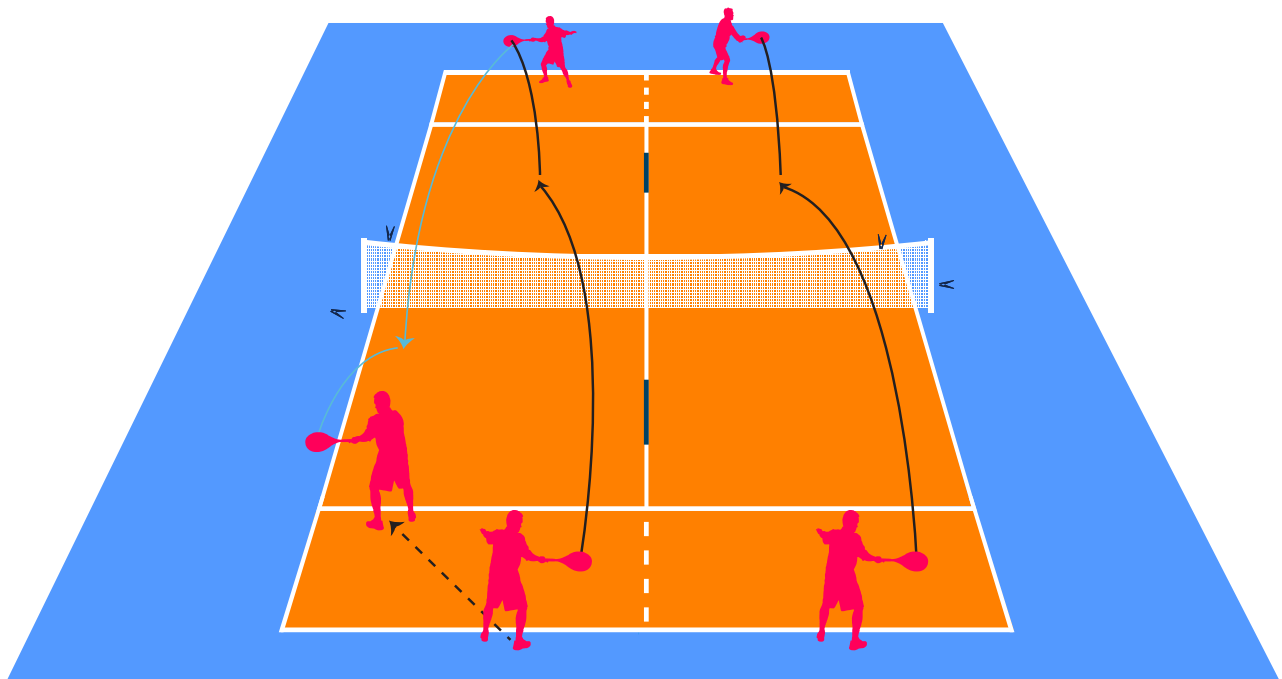
15 minutes

Instruction

- Students form pairs and are positioned opposite each other on the baseline in an orange playing area with one tennis ball, two racquets, two drop down lines and two pegs
- Drop down lines are positioned in the middle on either side of the net, dividing the court into two halves
- Student 1 commences the rally by projecting the ball down the line with a drop and hit serving action, to student 2
- Student 2 tracks the movement of the ball and returns with a forehand or backhand action after one bounce
- The rally continues cooperatively from the baseline with students aiming to achieve four rallies before either student can approach the net
- Students score one point each time a rally is won and a bonus point if the rally is won from a lob
- Students use their peg at the bottom of the net to move up the rungs of the net to indicate the score
- Students alternate serving after each point
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

Variations

- Increase or decrease the number of required cooperative rallies
- One student plays without a racquet



Activity 3 Ambush

15 minutes

Instruction

- Students form pairs and position themselves on one side of an orange playing area against another pair (doubles: team 1 and team 2) with one tennis ball, two racquets, two drop down lines and two pegs
- Drop down lines are positioned in the middle on either side of the net, dividing the court into two halves
- Each team is to have one student on the court and the other student scoring
- Team 1 commences the rally by projecting the ball down the line with a serving action of their choice, to team 2
- Team 2 tracks the movement of the ball, allowing it to bounce once, before returning the ball with either a forehand or backhand action and move forward towards the net
- The rally continues with teams attempting to win the point
- Teams score one point each time a rally is won and use their peg at the bottom of the net to move up the rungs of the net to indicate the score
- The student from the team who wins the point stays on while the other team's students switch
- Teams alternate serving after each point
- If a team wins two points in succession, the students change with their partner (e.g. retire after winning two successive points)
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

Variations

- Teams alternate after each shot
- Teams do not have to approach the net on the return

