

Important information

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 boat, paddle tennis bat and/or 19 or 21 inch racquets.

End game

At the completion of the Purple Stage, every student will have developed the confidence and competence to participate in the end game, **Radical rallies**.

Radical rallies is a game played between pairs within a large, safe playing Area with a net (line on the ground). Students project the ball along the ground with an underarm action across the net, continuing the rally until one student wins the point.

Radical rallies is the first stage of playing a game of tennis with a partner.

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 commence in the Blue Stage and may relate to a particular Grand Slam.

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.

Purple Stage Lesson Plan



Time

30 minutes

Learning intention

Develop and understand reception

Content description

Identify and describe how their body moves in relation to effort, space, time, objects and people (ACPMP011)

Area

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

Equipment



1 soft cone per student



2 drop down lines per pair



1 red tennis ball per pair



4 spot markers per pair

Notes for this lesson

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

Focus questions

- How can you position your body when receiving?
- In which directions can your body move when receiving?
- What environmental cues do you observe when receiving?

Basic technical tips for teachers

- Eyes facing forward
- Small, quick steps when moving towards a target

Activity 1 Cuckoo

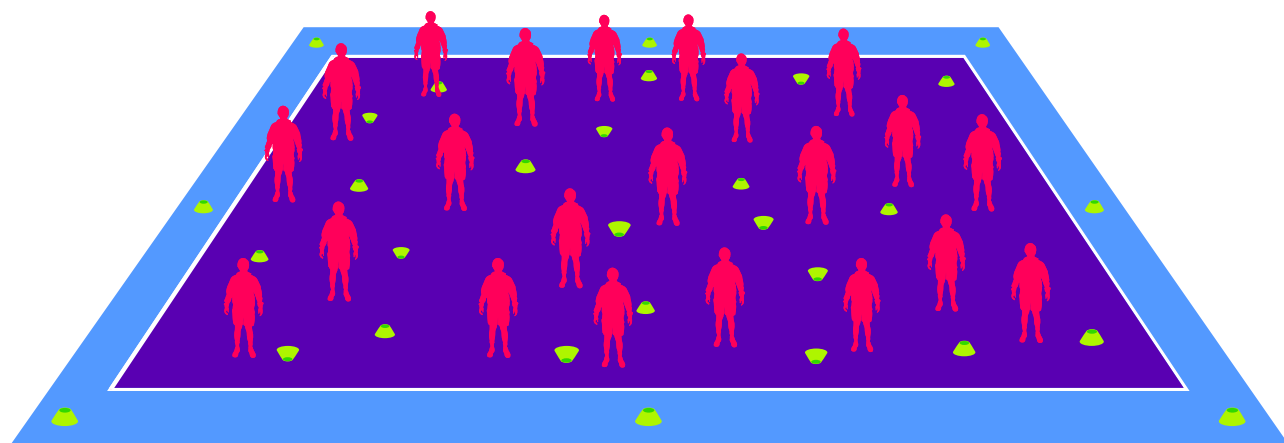
5 minutes

Instruction

- Teacher to define a playing area with cones and sort students into two teams
- Teacher positions soft cones at various locations in the playing area
- Half of the soft cones are placed the right way up, and half are placed upside down
- One team is nominated as 'cones up,' and the other team as 'cones down'
- Teacher announces "cuckoo," and students attempt to collect as many of their team's cones as possible, and place them in their team's nominated position
- As a safety measure, students are only permitted to walk quickly and cones must be collected and placed at the nominated position one at a time
- The team with the most cones in their designated position after the allocated time, are declared the winner

Variations

- Increase or decrease the playing area
- Apply different movement patterns



Activity 2

Toe Tappers

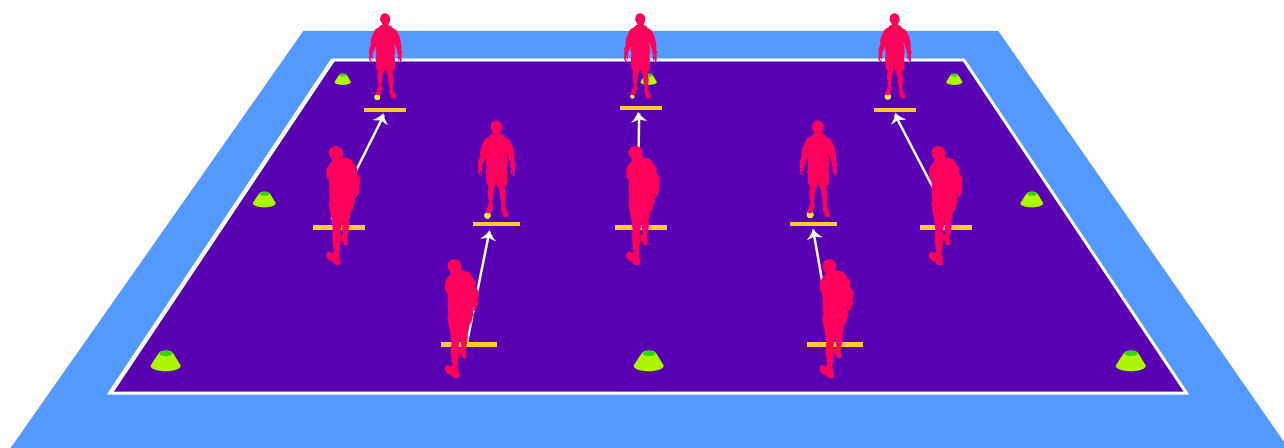
5 minutes

Instruction

- Teacher to define a playing area with cones
- Students form pairs and are positioned opposite each other, approximately two metres apart
- Each pair is to have one tennis ball
- Drop down lines are positioned to indicate the starting position for each student
- Students alternate rolling the ball along the ground with an underarm action to their partner
- Students are to receive the ball by trapping it under their foot, alternating between trapping it with their left foot and their right foot
- Pairs score one point for trapping the ball successfully
- The teacher indicates an appropriate amount of time, or a number of points, the pairs are to achieve

Variations

- Increase or decrease the pace of the ball
- Increase or decrease the distance that students are required to receive the ball



Activity 3 Far and Wide

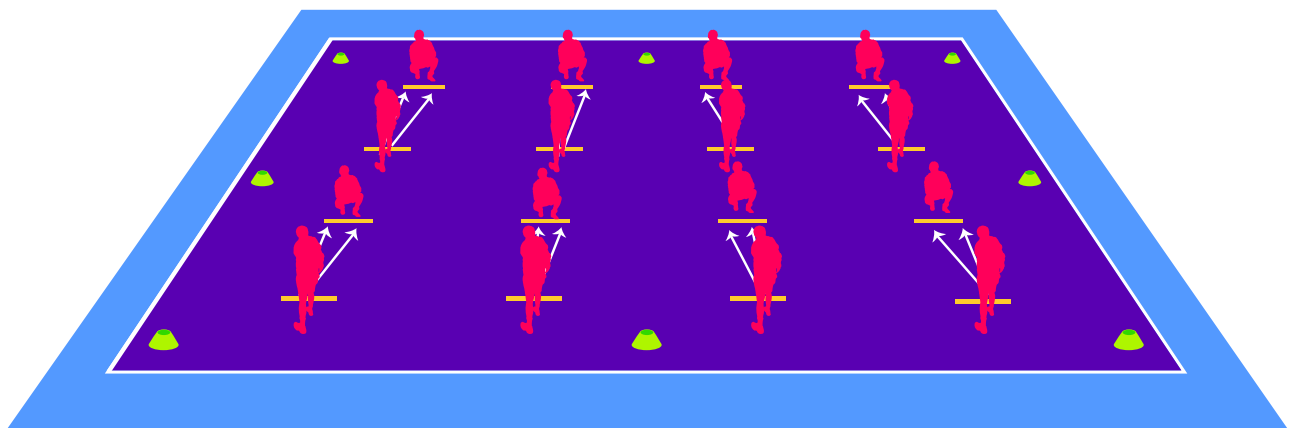
10 minutes

Instruction

- Teacher to define a playing area with cones
- Students form pairs and are positioned opposite each other approximately two metres apart
- Each pair is to have one tennis ball
- Drop down lines are positioned to indicate the starting position for each student
- Students alternate rolling the ball along the ground with an underarm action, attempting to roll the ball to either side of their partner
- Students are to receive the ball by trapping it with their hands or underneath their foot
- Pairs score one point for trapping the ball successfully
- The teacher indicates an appropriate amount of time, or a number of points, the pairs are to achieve

Variations

- Students only receive the ball on their right hand or left hand side
- Increase or decrease the size of the ball



Activity 4 Surprise

10 minutes

Instruction

- Teacher to define a playing area with cones
- Students form pairs and are positioned opposite each other, approximately two metres apart
- Student 1 is to face into the playing area and student 2 is to face in the opposite direction (with their back turned to student 1)
- Each pair is to have one tennis ball
- Drop down lines are positioned to indicate the starting position for each student
- Additional spot markers are also placed in the playing area as targets
- Student 1 announces “surprise” and at the same time rolls the ball along the ground towards a target, with an underarm action
- Student 2 quickly turns around and moves towards the rolling ball in a linear or lateral movement pattern to trap the ball
- Student 2 is to receive the ball by trapping it with their hands or underneath their foot
- Pairs score one point for trapping the ball successfully
- The teacher indicates an appropriate amount of time before the pairs change roles

Variations

- Student 2 to face into the playing area
- Increase or decrease the pace of the ball

