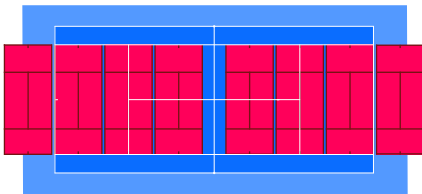


## Court area

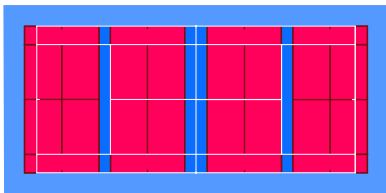
At this stage teachers can define a playing area with a Red court area. There are two variations to the red court, 3m in width x 8m in length or 5.5m in width x 11m in length.

In the school setting we recommend a 3m x 8m court as this will allow maximum participation.

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



**Red 1 Court dimension**  
– 3m x 8.23m  
(net height - 75 cm)



**Red 2 & 3 Court dimension**  
– 5.5m x 10.97m  
(net height - 75 cm)

## Equipment

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 21 or 23 inch tennis racquets.

## End game

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

French singles challenge is a competitive game played between pairs on a red tennis court 3m wide x 8m in length with a physical net. 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 Red Stage are related to the end game Grand Slam, the French 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.

# Red Stage Lesson Plan



## Time

40 minutes

## Learning intention

Develop the volley

## Content description

Practise and refine fundamental movement skills in a variety of movement sequences and situations (ACPMP043)

Combine elements of effort, space, time, objects and people when performing movement sequences (ACPMP047)

## Area

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

## Equipment



1 net (3m)  
per pair



1 racquet  
per pair



1 red tennis  
ball per pair



2 drop down  
lines per pair



1 triangle cone  
per pair

## 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 before performing a volley?
- What type of backswing and follow through should you use?
- Is the ball permitted to bounce prior to hitting a volley?

### Basic technical tips for teachers

- Commence in a ready position
- Keeping your racquet above your wrist, contact the ball in front using a blocking action

### Fun facts

The volley is a shot that is usually played near the net. It is hit on the full using a compact backswing and follow through.

### Student reflection

When hitting a volley, why is it important to use a compact backswing and follow through?

# Activity 1 Ice-Cream

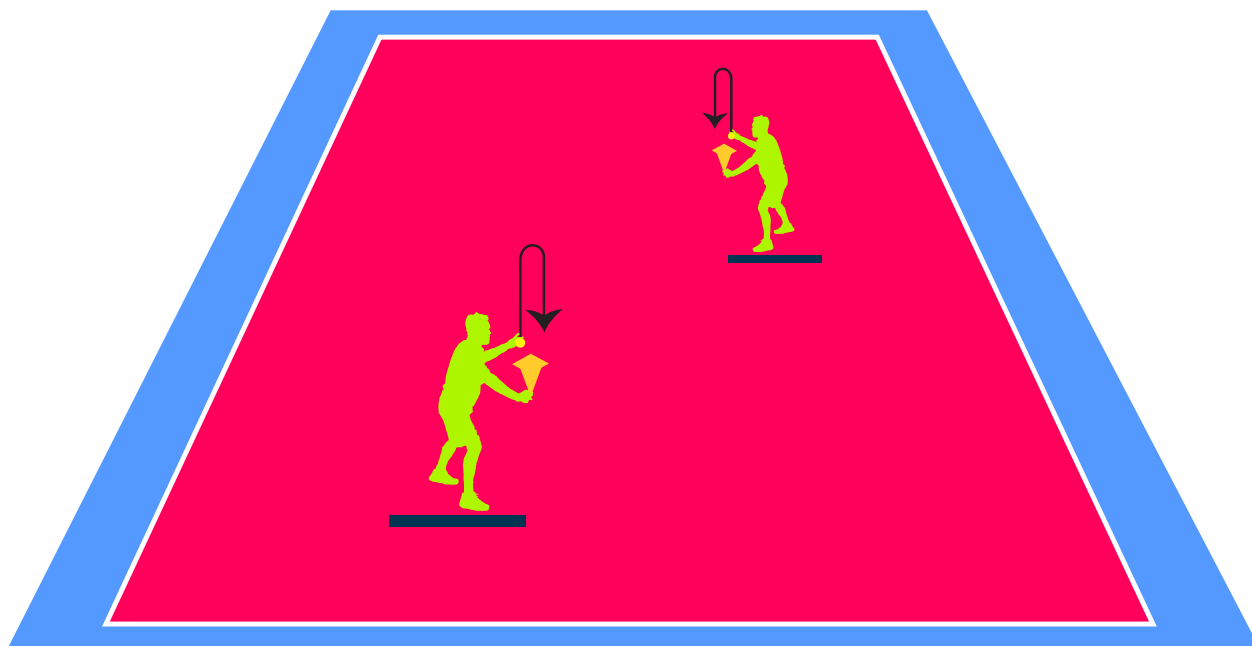
10 minutes

## Instruction

- Teacher to define a playing area
- Students to find a safe space on their own with one tennis ball, one triangle cone and one drop down line
- Drop down line to be positioned to indicate all starting positions for students
- Teacher announces “ice-cream” and students with an underarm throwing action (non-dominant hand) are to project their ball (ice-cream) into the air and aim to catch directly in their cone
- The teacher indicates an appropriate amount of time or a number of ice-creams the students are to achieve

## Variations

- Ice-cream to bounce once before landing in the cone
- Students use their dominant hand to throw and non-dominant hand to catch



# Activity 2

## Double Scoop

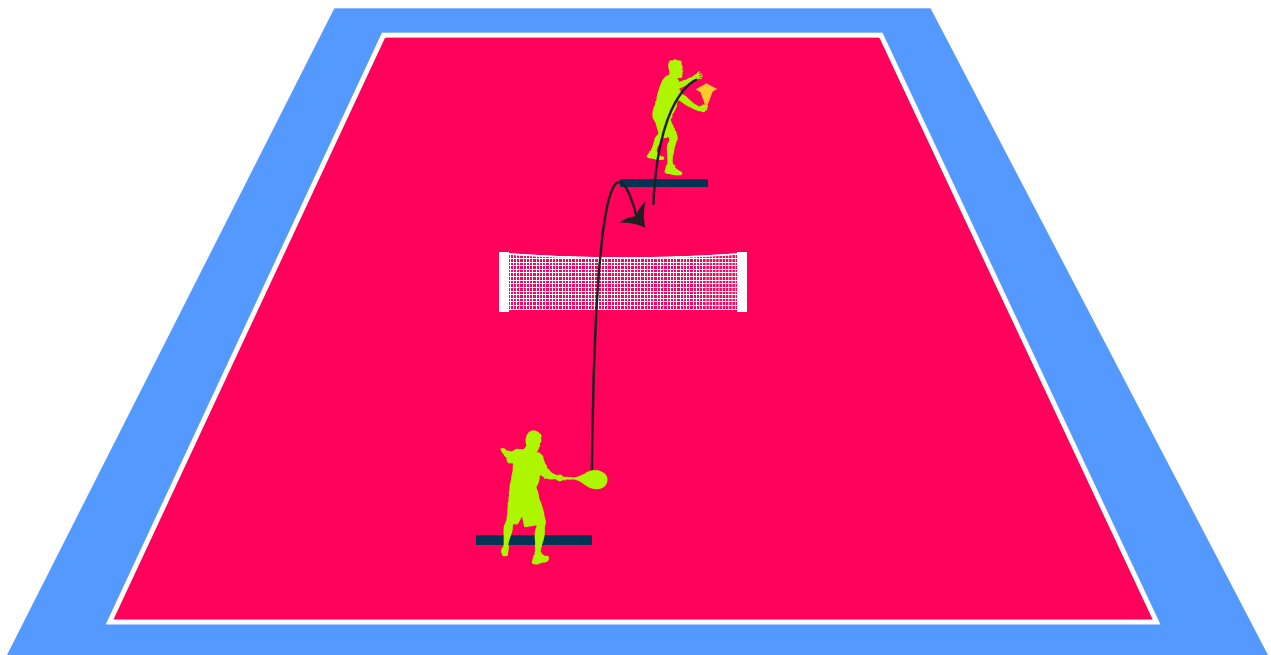
15 minutes

### Instruction

- Students form pairs and are positioned opposite each other on either side of a net approximately three metres apart with one tennis ball, one racquet, two drop down lines and one cone
- Student 1 is to position their drop down line two metres back from the net and student 2 is to position their drop down line one metre back from the net
- Student 1 commences the rally by projecting the ball with a drop and hit forehand action over the net towards student 2
- Student 2 tracks the movement of the ball, attempting to catch the ball after one bounce in their cone
- Student 2 returns the ball to student 1 and the rally continues
- Students score one flavoured 'ice-cream scoop' of their choice for each ball caught in the cone
- Students swap roles after 10 attempts at catching the ball in the cone
- The teacher indicates an appropriate amount of time or a number of scoops the students are to achieve

### Variations

- Students alternate between the forehand and backhand side
- Both students to use racquets with student 1 returning the ball with a volley



# Activity 3

## Show me your hand

15 minutes

### Instruction

- Students form pairs and are positioned opposite each other on either side of a net approximately three metres apart with one tennis ball, one racquet and two drop down lines
- Student 1 is to position their drop down line two metres back from the net and student 2 is to position their drop down line one metre back from the net
- Student 1 commences the rally by projecting the ball with an underarm throwing action over the net towards the forehand side of student 2
- Student 2 tracks the movement of the ball, aiming to make contact with the ball on the full and return with a forehand volley (blocking action) to student 1
- Student 1 attempts to catch the ball after one bounce with two hands
- Continue to the forehand side for five forehand volleys and then to the backhand side for five backhand volleys

- Students score one point for each volley made and a bonus point for catching the returned volley after one bounce
- Students swap roles after volleys to both sides of the body
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

### Variations

- Students allow the volley to bounce before returning
- Students alternate between the forehand and backhand side

