

TREE is an instant way of remembering how to modify the activity.

T	Teaching style – in teaching the various tennis skills there are a number of alternative techniques or different types of cues (visual, verbal, tactile) that may be used to cater for different learning styles and preferences e.g. use a range of cues – verbal, visual and tactile; use a questioning approach rather than telling/instruct; get players to pair up and coach each other.
R	Rules – the rules of the game or activity can be constantly modified. Rules should be redefined to enhance the chance of participant success in an activity. Remember, if the activity is not engaging the participant, then change the conditions/rules e.g. allow students to hit the ball after two or three bounces initially; when players start off, always feed off a bounce.
E	Equipment – using a range of tennis-related equipment to enhance participation e.g. use larger or brighter balls; use lighter and softer balls (sponge, balloons, beach balls); use shorter lighter racquets; use racquets with larger heads; lower the net or do not use a net; use brightly coloured cones to mark out the boundaries of the court; low compression balls.
E	Environment – tennis activities need not be played on a tennis court. Game Based Approach activities, in particular, may be played on an oval, park, indoors, on squash courts, and so on e.g. vary distance (i.e. stand closer to the net); vary speed (slower); use part of court only; play on a different surface, other than a court; play indoors.

Intellectual and learning disabilities

Teaching style

Use fewer verbal instructions so the students can start the activities quicker. Ask students questions that engage them in the activity. Break the activity into small steps so that they are easy to follow and demonstrate the skill frequently. Use circuit activities to allow students to progress at their own level and pace.

Rules

Change activities regularly to limit the opportunity for boredom to set in. Use markers to indicate the score if students have trouble remembering it. Use a buddy system. Allow more bounces.

Equipment

Use softer balls which do not move as quickly through the air and may be easier to track, the balls will also bounce lower making them easier for the student to hit. Use large, bright coloured targets.

Environment

Start students closer to the net, this may increase the student's chances of success and thus enjoyment of the activity.

Physical disability

Teaching style

Use a game based approach which develops the student's whole game, rather than segmenting and learning each shot in isolation.

Rules

Create scoring zones – allocate different point scores if the ball bounces in specific areas. An amputee will utilise their racquet for the projection of a serve. Use a buddy system. Change running/skipping to wheeling/rolling. Allow more bounces.

Equipment

Students may benefit from using a longer racquet or one with a larger head.

Environment

Instead of using the full court, the opponent can only rally to a limited area on the court (e.g. only to the forehand side, ball must bounce beyond the service line to be in play etc) while the student with a disability can hit to the entire singles/doubles area.

Deaf

Teaching style

Attract the student's attention, by either touch or by vibration (e.g. waving the tennis racquet in direct eye line). Other useful cues are lip movement, facial expression, body movement and natural gestures.

Rules

If playing points, hand gestures to indicate scoring will need to be utilised. Encourage other students to also do this. Use a buddy system.

Equipment

NA

Environment

Position yourself 4–6 feet away and directly in front of the student when communicating to restrict eye strain.

Vision impaired

Teaching style

Refrain from written material. Demonstrate a skill and provide a mental image of the body action either verbally or by physical guidance.

Rules

Remember to verbally communicate all scoring. Use a buddy system. Allow more bounces.

Equipment

Should be highly visible e.g. large orange balls may be useful. Use equipment that has sound e.g. bell inside a ball/balloon. If eyeshades are available, get the entire class to use them in an activity.

Environment

Wear contrasting colours to the sporting environment e.g. dark coloured clothes against a white wall allows for easy and immediate recognition. Keep the sporting environment free from obstacles at ground level, on adjacent walls and at head height. Ensure that there is sufficient space among students.