

TENNIS



TENNIS STANDARDS

GRADE LEVEL	STANDARD	DESCRIPTION
2ND	PE.2.M.1.2	Strike an object continuously using body parts both upward and downward.
	PE.2.M.1.3	Strike an object continuously using a paddle/racket both upward and downward.
	PE.2.M.1.4	Strike a stationary object a short distance using a long-handled implement so that the object travels in the intended direction.
	PE 2.C.2.2	Identify safety rules and procedures for selected physical activities
	PE.2.R.5.2	List ways to safely handle physical-activity equipment.
	PE.2.R.6.2	Discuss the relationship between skill competence and enjoyment.
3rd	PE 3.M.1.2	Strike a stationary object from a stationary position using body parts so that the object travels in the intended direction at the desired height
	PE.3.M.1.3	Strike an object using a paddle/racquet demonstrating correct technique of a forehand pattern.
	PE 3.R.5.1	List ways to work cooperatively with peers of differing skill levels
	PE.3.R.5.2	List ways to show respect for the views of a peer from a different cultural background.
	PE.3.R.5.3	Identify ways to take responsibility for his/her own behavior.
	PE 3.R.6.1	List personally challenging physical-activity experiences
	PE.3.R.6.2	Describe ways to appreciate the good physical performance of others.
	PE 3.R.6.3	Identify ways to celebrate one's own physical accomplishments while displaying sportsmanship

TENNIS STANDARDS

GRADE LEVEL	STANDARD	DESCRIPTION
4th	PE.4.M.1.12	Run and hurdle a succession of low- to medium-level obstacles.
	PE.4.M.1.3	Strike an object continuously using a paddle/racquet demonstrating correct technique of a forehand pattern.
	PE.4.C.2.2	Understand the importance of safety rules and procedures in all physical activities, especially those that are high risk.
	PE.4.R.5.3	Demonstrate respect and caring for students with disabilities through verbal and non-verbal encouragement and assistance.
5TH	PE.5.M.1.3	Strike an object continuously with a partner using a paddle/racquet demonstrating correct technique of a forehand pattern.
	PE.5.R.5.1	Describe a benefit of working productively with a partner to improve performance.
	PE.5.L.3.3	Identify opportunities for involvement in physical activities during the school day.

TENNIS



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CLASS ORGANIZATION AND

TEACHING TECHNIQUES

Because space is frequently limited, there are several formations that are suggested throughout: self-space, partners, small groups and stations.

SELF-SPACE

Several drills and activities require children to strike a ball (object) in their self-space (e.g., dribbling). When using this formation, it is suggested that the teacher require children to stand on a carpet square or inside a hoop, for example, to keep them from traveling into another student's personal space.

PARTNERS

Often the students will be working with partners. Sometimes teachers assign students with equal ability to be partners; sometimes one student (typically a high-skilled student) might "coach" another student. Be sensitive to how partners are selected so that no student feels left out. It is good practice to tell students who do not find a partner to stand by you so that you can pair them up quickly. It is also a good idea to ask the partners to define their boundaries using ropes or cones, for example, to avoid accidentally moving into another's space and being hit by a racket.

SMALL GROUPS

Some activities require students to work in small groups. Again, it is important that they define their space and be careful to work cooperatively and support one another's efforts. Sometimes when students work in small groups, more skilled or unmotivated youngsters can become overly critical, and this should be discouraged. Criticism of unskilled players is not a recommended way to lead youngsters to the joys of playing tennis. If a group of students is inclined to be critical of others, it is important that the teacher strongly emphasize the inappropriateness of this behavior. Some teachers, for example, when they hear students being critical of others will require them to sit in "time out" for several minutes. Another technique is to award points (if the students are playing a game) for good sportsmanship. For example, a student might get a point if the teacher overhears him say something like "nice shot" or "good try" to an opponent.

STATIONS OR LEARNING CENTERS

Stations or learning center, require set-up time but can result in heightened practice opportunities. This type of organization can also provide students of different skill levels with activities that they find personally challenging. Walls can be utilized effectively in station set-up. One of the advantages of a station format is that it provides a teacher with an opportunity to vary activities to provide success for both low and high-skilled students in a class and for children with special needs. This is much more difficult when all students are doing the same activity at the same time.

INTRODUCTION TO

STRIKING WITH A RACKET

EQUIPMENT

A variety of striking instruments include rackets, a variety of objects to strike, including tennis balls, foam balls, balloons, beach balls, bean bags, etc...

AIMS

- To familiarize students with the concepts of striking with a long-handled implement (a racket or paddle).
- To begin to be able to strike a ball with control.
- To learn to use the equipment safely.

PERFORMANCE OBJECTIVE

Because of participating in this progression of activities, students will learn to:

- Strike at a ball only when they are in their self-space (or after watching for others, if they traveling in general space).
- Use the shake-hands grip
- Maintain a firm wrist to keep the racket aimed at target.
- Move their feet quickly to position their body to strike efficiently.

TENNIS RULES

Object

The object of the game is to hit the ball over the net so that it bounces in the opponent's court in such a way that the opponent can't return it over the net.

Playing Area



The court is rectangular and can have a variety of surfaces: clay, grass, asphalt, porous concrete or other material.

A 3½ ft.-high net splits the court in half.

Equipment

You need a tennis court with a net, a tennis racket for each player, and a tennis ball. It works best to play with at least 3 balls, so you don't have to chase a ball after every miss.

Duration

In the men's game, a tennis match is over when one of the players wins 3 out of 5 sets. For women, the match concludes when someone wins 2 out of 3 sets.

Starting Play

Singles tennis is played with 2 players who line up on opposite sides of the net.

One starts out as the Server while the other is the Receiver.



Server



Receiver

A coin toss determines who serves first and which side of the net each player will start on. The winner of the toss may choose her preference of service or side.

Scoring

Points: It takes 4 points to win a game, and the tennis scoring goes like this:

"Love – 15 – 30 – 40 - Game".

Each player begins with a score of 0, known as "Love." The first time a player wins a point, she has 15. If she wins a second point, she has 30. If she wins a third point, her score is 40. On the next point, she wins the game. There is an exception, though:

Game: A player must win by 2 points to win the game. If both players have earned 3 points, the score is 40-40 which is called "Deuce." The player who wins the next point has "advantage." If the player with "advantage" wins the next point, she wins the game. If she loses the next point, the game goes back to Deuce. Play continues in this fashion until someone wins 2 points in a row to gain a 2-point lead.

When saying the score, the Server's score is always given first. For example, a score of "40 - 15" means the Server has 3 points, and the Receiver has 1 point.

Set: The first player to win 6 games wins the set, except in the following situation:

If the players are tied at 5 games each, they must play until a player wins 2 games in a row to gain a 2-game lead.

Match: For men, a player must win 3 out of 5 sets to win the match. For women, winning 2 out of 3 sets is required to win the match.

Service

The Server starts play by hitting the ball over the net into the service court on his opponent's side. He serves first from behind his right court and then for the next point, he moves over to serve from his left court. Both feet must be behind the baseline and between the center mark and the singles side line (the inside line.)

To serve, the ball is thrown into the air and struck with the racket before it hits the ground. The ball must cross the net without bouncing and land in the service court (diagonally opposite from the Server.) If the ball lands on a line, it's a good serve.

If the first serve is not good, the Server gets a second serve. If that serve fails to go over properly, the Server loses a point.

If the serve hits the net and falls into the appropriate court on the opponent's side, a "let" is called, and the Server serves the ball again. There's no limit to the number of lets that a Server can have. The Server continues serving in the same court until he either makes a good serve or gets 2 faults.

The service is a **fault** if:

- the server swings at the ball and misses it while attempting to serve.
- the ball doesn't land in the proper service court.
- the ball touches any permanent fixture other than the net.

After the first fault, the Server shall serve again from behind the same half of the court. After the second fault, the Server loses a point, and he moves to the other side for his next serve.

The Receiver may stand wherever he wants to on his side of the net, but the ball must hit the ground on the serve before he may return it.

Service Rotation

At the end of each game, the Receiver becomes the Server and the Server becomes the Receiver. They continue to alternate like this after every game until the match is completed.

Changing Sides

Players change sides at the end of the first and third games and every other game after that until the set ends.

At the end of a set, players only change sides if the total number of games in the set is an odd number. If the number is even, they wait to change sides until after the first game of the new set.

LEAD UP SKILLS

- **Swinging the racquet with proper hand technique**
- **Hitting the ball over the net**
- **Strategy of the game**
- **Rotation of the position on the court**

ASSESSMENT SKILLS

- **Hitting the ball over the net or specified area**
- **Swinging the racquet with proper hand technique**

BALL PASSES

Space: Shelter or Court Area

Equipment: beanbags or balloons

"Can you pass a bean bag back and forth with a partner without using your hands or dropping it? When you can, try using a balloon, then a ball."

BALLOON BUMPS

Space: Shelter or Court Area

Equipment: Racket or paddle and balloons

- Each student has a racket or paddle and a balloon.
- "While staying in your **SELF-SPACE**, see if you can hit the balloon and catch it. Then try hitting it twice in a row before you catch it; three times, etc.
- Remember if you leave your **SELF-SPACE YOU NEED TO START OVER AGAIN.**" (Heavy-weight balloons or small beach balls work best.
- Some teachers tie the balloon to the racket's handle or throat with a piece of string to minimize chasing time, which is especially important outdoors on a windy day.
- It also helps to put a penny or small amount of sand in the balloon to make it heavier and less susceptible to the wind).

BALLOON FLIP-FLOPS

Space: Shelter or Court Area

Equipment: paddles/rackets and balloons

- Hit the balloon with one side of the paddle.
- Next time hit it with the other side. How many times can you hit it before the balloon hits the ground or you must move away from you carpet square or hoop?
- If this is easy for you, try doing flip-flops with a bean bag.

BEANBAG CATCH

Space: Shelter or Court Area

Equipment: paddles/rackets and beanbags

- With a partner, stand very close together.
- Gently toss your bean bag and try to land it on your partner's racket. When you can do these three times in a row, take one giant step apart.
- Each time you can make three successful catches (without using a hand to trap the beanbag against the paddle), take another giant step backwards.
- How far apart can you get?

CAN YOU BALANACE?

Space: Court or Shelter Area

Equipment: Bean bags and paddles/rackets

- Students spread out (self-space) with a bean bag (ball) and racket or paddle in hand. Some teachers initially use carpet squares, hoops, or poly spots to help young children identify their **SELF-SPACE**.
- "Can you balance the ball (bean bag) on your racket while standing in your **SELF-SPACE**? Sitting? Kneeling?"
- Holding the racket with two hands? Standing on one foot?"
- While walking around your **SELF-SPACE**?"

THE EMPHASIS FOR THIS ACTIVITY NEEDS TO BE ON THE MAINTENANCE OF SELF- SPACE TO BE CERTAIN THAT CHILDREN UNDERSTAND THE CONCEPT BEFORE PROGRESSING TO MORE COMPLEX ACTIVITIES.

DOUBLE FOLLOW THE LEADER

Space: Shelter or Court Area

Equipment: paddles/rackets and tennis balls

- "Find a partner.
- One is the leader, the other the follower.
- Find different ways of traveling and dribbling the ball with your racket.
- Remember to do only the skills that both of you can do.
- Switch leaders and followers whenever the signal is given

INCH WORM

Space: Shelter or Court Area

Equipment: paddles/rackets and tennis balls

- Students line up shoulder to shoulder in groups of five to eight.
- One ball is passed from racket to racket.
- After passing the ball, each student turns to the outside and moves behind his or her teammates to the front of the line to await receiving the ball.
- As a result, the line "inches" across the activity area.

NEWCOMB TENNIS

Space: Court Area

Equipment: Volleyball net, 3 feet high, volleyball for each game. The position and rotation are the same as in Newcomb volleyball.

Serving: The student in the right rear position serves the ball by bouncing it once and hitting it underhand into the other court. One other player may assist by catching it, bouncing it and serving it over with an underhand pass.

Playing the ball: The ball may bounce once and be hit back, or be caught on the fly, bounced and hit back. Any number of players may play the ball before it is returned.

Scoring: 1 point is awarded to the serving team each time the opponents fail to return the ball. If the ball is served into the net or out of bounds, or the opponents return it, and the serving team fails to return it, it is a point for the opponent and they serve. First team to score 21 points is the winner. A team must win by 2 points.

RACKET QUICKNESS

Space: Shelter or Court Area

Equipment: paddles/rackets

- Each student balances a racket with its head on the ground a few feet away from a partner, who is also balancing a racket.
- On command, students attempt to switch rackets before they fall.
- Distance between rackets can gradually be increased.

RACKET ROLLS

Space: Shelter or Court Area

Equipment: paddles/rackets and balloons

- "Can you make your ball (balloon) move around your racket and still remain in **SELF-SPACE?**
- Can you make it go in one direction?
- The other?
- Let's see if you can make it stay on your racket for a second."

RED LIGHT

Space: Shelter or Court Area

Equipment: paddles/rackets and beanbags

- Students leave their **SELF-SPACE** and travel throughout the area (general space).
- "Now let's play a game called Red Light, Green Light.
- When I say 'Go," start walking in general space and try to keep the bean bag balanced on your racket.
- Stop as soon as I say, 'Red Light,' start when I say, 'Green Light.'
- If this is easy, try balancing a ball or balloon as you walk through general space."

TENNIS OBSTACLE COURSE

- Set up an obstacle course of cones, hoops, ropes ("walk along the rope without falling off"), ("dribble the ball on the bench and walk beside it"), etc.
- Challenge students to proceed through the obstacle course while balancing a bean bag on their racket.
- Then they can switch to a balloon, ball, and then try dribbling up, dribbling down.

TENNIS VOCABULARY

Vocabulary Word	Definition
backhand	a stroke in which the ball is struck on the opposite side of the body to the racquet hand
baseline	a line at each end of the court, marking the boundary of the playing area
crosscourt	a shot in which the ball is hit diagonally across the court
doubles	format in which players play in teams of two
forehand	a shot hit from the racket-arm side of the body
game	in scoring, a game is won by winning points, a set is won by winning games, and a match is won by winning sets
love	zero (this meaning is used in tennis only)
net	the woven barrier dividing a court into halves, over which the ball must be hit
racket	a stringed 'bat' that players hold and use to hit the ball
receiver	the player receiving serves
return	to hit a shot back to the opponent
serve	the shot that begins each point, in which the server hits the ball after tossing it into the air
set	in scoring, a player must win at least six games to win a set
volley	a shot on which the ball is hit before it bounces