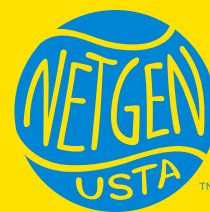


# Teacher Workshop

## Facilitator Guide

# Net Generation Teacher Workshop Facilitator Guide



## Content overview

The goal of this Teacher Workshop is to simulate lesson plans from the Net Generation physical education tennis curricula to help teachers learn how to organize both traditional and nontraditional spaces to deliver a tennis unit that is active, safe and fun for their students.

Lesson plans are designed to teach students skills and activities first, setting up the ability to play the game of tennis.

## Introduction

Thank you for facilitating this workshop for physical educators! Your efforts will help grow the game and invite more kids into the sport while making tennis more accessible for everyone.

This workshop is designed to help physical educators and teachers become comfortable introducing students to the lifelong sport of tennis in both traditional and nontraditional spaces. It is intended to promote a better understanding of the Net Generation school curriculum.

This comprehensive guide contains everything you need to facilitate a three-hour Net Generation Schools Teacher Workshop for K-12 teachers. The addendum includes training outlines for secondary and 1 <sup>1/2</sup> hour workshops as well as the assembly script.

As you go through the activities, please note that a number of the activities show accommodations for adaptive and wheelchair students.

Realizing that physical educators are already trained to work with adaptive populations that may require accommodations, this addition to the PE Training Manual will center on emphasizing equipment and activity modifications.

## Awareness/Definitions:

As licensed educators know that a one size fits all approach to learners does not work, it is not important to spend much time on this topic. However, it is important to know that since wheelchair tennis is a para-sport, it has a unique place in the USTA framework. Wheelchair Tennis has a great deal more infrastructure, resources, and worldwide governance as it is played in the Paralympic Games. Thus, the USTA defines Adaptive Tennis by breaking it into three categories:

1. Intellectual and Developmental Challenges (i.e... Autism Spectrum Disorder, Down Syndrome).
2. Physical Challenges (i.e. Blind/Visual impairment, Deaf or hard of hearing, ambulatory with the use of a prosthetic, etc.).
3. Social and Emotional Challenges (i.e. Mental illness, in a recovery program, PTSD, Trauma-informed teaching, etc.).

## Additional equipment for accommodation:

Balloons-Check to make sure they are allowed (i.e. latex allergies). Demonstrate how to use two balloons so they are easier to control.

Racquet- Depending on a particular student's need, the length of the racquet may need to vary regardless of grade level (a student in a chair may need a longer racquet when doing the activity Walk the Dog).

## Wheelchair accommodations:

On behalf of the USTA Wheelchair Tennis Department, it brings me much joy to introduce this adapted Net Generation Curricula. On a personal level, much satisfaction was derived in this lengthy process. Wheelchair tennis is unique in that it is the most integrated of all the disabled sports. This integration is due to several factors that we celebrate frequently. Wheelchair players get two bounces and all the rest is the same including court size and equipment. We also observe that there is a professional wheelchair tennis tour sanctioned and managed by the ITF.

If possible, have the participant in a sports chair. If they need to use their everyday chair (not recommended), constantly remind them not to lean back to prevent tipping over.

Have a conversation with the participant or their guardian as to their level of ability.

Wheelchair players are unable to move laterally, so emphasize 45 degree angles and recovery.

Although the wheelchair player gets two bounces, the first bounce must land inside the boundaries.

For mobility, it is recommended that wheelchair players will hold the racquet with a semi-western grip but there are other acceptable parameters. The main idea is emphasize the use of , using the thumb and palm of the hand to push the chair.

Similar to able-bodied players always moving their feet, the wheelchair player must always be moving their chair.

Some Quad players may have difficulty gripping the racquet due to lack of hand strength, use an ace bandage, athletic tape, or other adaptive devices to help them secure the racquet.

Wheelchair players should not be singled out and separated but be aware of the spacing with the chair.

We encourage you to familiarize yourself with the [Community Red Wheelchair Curriculum](#).

## How to use this guide

The content overview and learning objectives provide the expected outcomes.

An agenda with estimated time can be used to manage the time spent on each activity.

A detailed guide lists each topic with key points to discuss, questions to ask participants and specific instructions for activities to ensure that the workshop is highly interactive, experiential and impactful for participants.

To ensure consistency of workshop delivery, we ask that you follow the program exactly as outlined, while still inserting your own personality and style into the workshop. Throughout this workshop, you are demonstrating how to do the tennis lesson activities while modeling how we would like the physical educators to teach the tennis units.

## Content Overview

The goal of this Teacher Workshop is to simulate lesson plans from the Net Generation physical education tennis curricula to help teachers learn how to organize both traditional and nontraditional spaces to deliver a tennis unit that is active, safe and fun for their students.

Lesson plans are designed to teach students skills and activities first, setting up the ability to play the game of tennis.



## Traditional tennis equipment NOT necessary

Using ability-appropriate tennis equipment and creating a positive learning environment, the following topics will be covered in this Teacher Workshop:

- Class management techniques.
- Tennis skills, K-12, with suggestions on how to modify activities.
- Appropriate tennis games for large groups, K – 12.
- Safety.
- Sportsmanship.

---

## About Net Generation

Net Generation is the USTA's commitment to helping PE teachers introduce and build tennis programs in their lessons. With turnkey lesson plans, created in conjunction with SHAPE America, school teachers have the tools to teach tennis. Lesson plans are based on the SHAPE America National Standard and Grade Level outcomes for K-12 Physical Education.

Net Generation encourages children to challenge themselves and helps shape the game to the individual player so he/she can learn at his/her own speed. More importantly, tennis is used as a pathway to personal development off the court. For everyone involved, Net Generation creates a strong sense of community for life.

Obtain a copy of the Net Generation Schools Tennis Curriculum, which is available online. It is strongly recommended that you read through the curricula to become familiar with the content and format.

---

## Workshop learning objectives

The aim of the Teacher Workshop is to help PE and school teachers understand how to organize and deliver a tennis lesson/unit following the Net Generation physical education tennis curricula.

After completing this workshop, participants will be able to:

- Discover how to adapt any space for tennis using kid-friendly equipment.
- Use large group management techniques in any physical activity setting (PE, out-of-school programs, or events).
- Feel more comfortable and confident teaching basic tennis skills.
- Discover how to organize and supervise play in nontraditional spaces.
- Understand the format in the Net Generation Schools curriculum and how lessons progress from one grade level to the next.
- Become familiar with the assets available to you to help students continue their tennis journey (app, website, equipment and school partners).

# Agenda

This workshop covers the topics below in the time frame provided. In order for the attendees to gain an adequate overview of the schools tennis program, please follow the recommended schedule. However, depending on the following factors, you may need to be flexible:

- Time constraints (e.g. less time is available than previously planned) .
- Experience of the group (e.g. have they attended a USTA Schools' workshop in the past).
- The group's work environment (i.e., PE teachers, classroom teachers, volunteers, tennis coaches).
- School partners are in attendance (e.g. allot time for them to speak to the group).
- Specific section needs (e.g. build in time for Net Generation registration).

Topic	Timing
Open House (free play, as participants arrive)	Before workshop begins
Organized Rotation, Welcome, Kick Off Workshop	5 min.
Introduction to School Tennis and Net Generation	15 min.
Class Management Techniques	30 min.
Break	5 min.
Tennis Skills (Kindergarten – 6th Grade Lesson Plans)	50 min.
Break	10 min.
Lesson Games (Kindergarten – 6th Grade)	45 min.
Out-of-School-Time Opportunities, Connecting with School Partners, Wrap Up	20 min.
Total workshop time:	3 hours

## Before the workshop

In order to meet the group's needs, it is important that you obtain as many details as possible about the make-up of the group and any needs the sections or school partner may have, prior to the workshop.

## Workshop roles and responsibilities

Training workshops will have a designated Workshop Host/Organizer and a section-approved USTA Workshop Facilitator.

The Workshop Host/Organizer is responsible for:

- Verifying the site.
- Communicating with the attendees.
- Encourage the attendees to register on Net Generation in advance.
- Verifying the necessary equipment is available for the workshop.

### Mandatory

- Volleyball or badminton standards
- 2 pop-up nets (if no standards available)
- Music/Sound system
- Hula Hoops
- Jump ropes

### Optional

- Playground balls
- Dice
- Spots/Markers
- Name tags
- Painter's tape
- Laptop or tablet(s) for anyone not registered on Net Generation.

### Provided by Facilitator

- 20 racquets\*
- 18 red felt and/or red foam tennis balls\*
- Barrier tape
- 12 Koosh balls
- 8 cones
- Deck of cards
- Sidewalk chalk

\*Facilitator should ensure he/she has enough racquets and balls for each participant.

- Sample station signs (2019)
- Curriculum



## The USTA Workshop Facilitator is responsible for:

- Regular contact with the Workshop Host/Organizer: Initial contact within 24 hours of being assigned, follow-up contact two weeks before workshop, then one week before workshop.
- Confirm the roles of any section or district staff that may be attending; ie., if they are a facilitator, would they like to tag-team? Would they like to be a part of the introduction or Net Generation discussion, etc.?
- Confirming with the Workshop Host/Organizer the:
  - o Workshop site location.
  - o Availability of the site one-hour prior to workshop.
  - o If workshop is outdoors, indoor options in case of inclement weather.
  - o Number of attendees.
  - o Experience and grade levels of the attendees.
  - o Availability of mandatory and optional equipment listed above.
  - o Availability of additional equipment, if needed, based on the size of the workshop.
  - o Bringing the Facilitator Kit the day of the workshop.
  - o Arriving at least one hour before start time the day of the workshop.
  - o Greeting the group and assessing their skill level during the “hit around”.





## PARTICIPANT MATERIALS:

- Workshop Takeaway – sent electronically after the workshop to use as a follow-up reference.
- Access to Net Generation Schools Curricula (online, Net Generation account required).

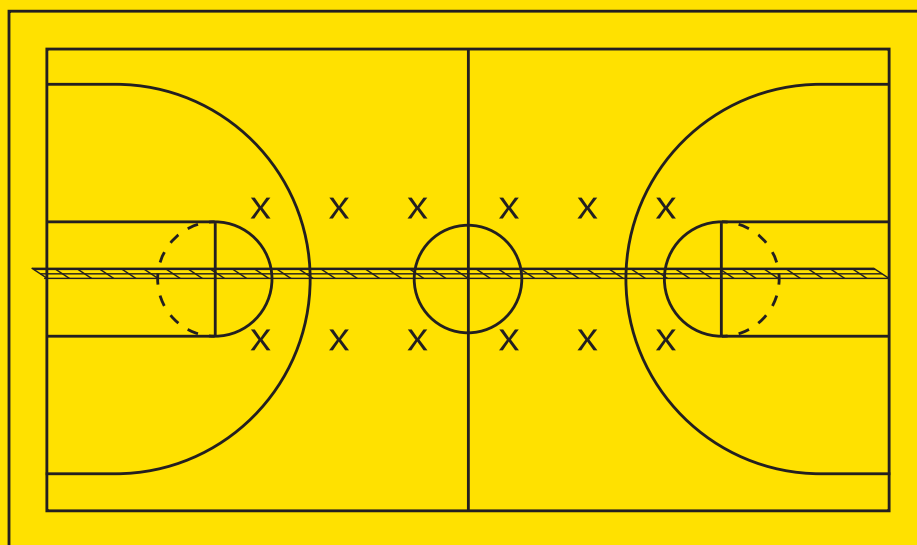
## Setting up the workshop

### ARRIVE 1 HOUR BEFORE THE START OF THE WORKSHOP

- Get acclimated to the workshop site and meet the on-site contact.
- Check out the activity space, restrooms, indoor backup options and seating, and if water/snacks are available.
- Set up courts using volleyball/ badminton standards (if available), or pop-up nets and barrier tape.
- Place equipment neatly around the perimeter prior to participants arriving.
- Play music to create a fun environment.

### SET UP THE ACTIVITY AREA

- Workshops can also take place on any flat surface such as a blacktop, playground, parking lot, lunchroom or gym. Set up your courts as you would on a tennis court. Courts should use a variety of materials such as chalk (if outside), tape, throw-down lines, pop-up nets and barrier tape. The more creative, the better!
- If the workshop is taking place on a tennis court, set up enough red (36 ft.) courts so that you have one for every four participants. If you have a large number of participants, they can alternate hits to get more than four on a court. Use a variety of materials so the participants can see the different ways a court can be set up.



## PREPARE TO DEMONSTRATE THE LESSON PLANS

Practice incorporating the classroom management techniques listed below throughout all of the activities in the facilitator guide.






- Obtaining equipment.
- Starting and stopping activities.
- Hugging the racquet.
- Grounding the racquet.
- Storing a ball.
- Forming pairs or groups: toe-to-toe method (partners), sound mixer (forming groups), one hand up/one hand down (forming two lines), friendship circle (if no partner).

## After the workshop

- Return the completed workshop evaluations as instructed
- Return any documentation as required by your section/district schools coordinator

## Icon description

Icons are used in this facilitator's guide to indicate the type of training activity.

Icon	Description
	Present information
	Large group discussion
	Small group activity/practice/discussion
	Observe group play
	Individual reflection

# Pre-Workshop

Before workshop begins (estimate up to 20 minutes).

## Participant Check-in and Free Play

Free play is a terrific opportunity to get to know the participants, assess their playing level and help put them at ease with encouraging comments.

### Do

- Greet each attendee as he/she arrives and checks in
- Introduce yourself to each person so you can get a sense of their expectations, apprehensions, comfort level, etc.
- Ask them to wear a nametag.
- Tell them to go immediately to the tennis courts and start hitting with another participant .
- If you have foam and felt tennis balls, ask them to try both of them.

### Supporting Information

- Make every participant feel comfortable and welcome
- Get an initial assessment of each participant's abilities as a potential demonstrator throughout the workshop
- Teachers can get a feel for what it's like to use modified equipment

# Kick-off Workshop

(5 minutes)

### Do

Select one participant to roll dice or draw a card. The number on the dice or card is the number of groundstrokes two people have to hit to each other. The first "partner" team to hit the drawn number of groundstrokes will yell out the name of their favorite food/dessert/ sports team.

### Say

When I say go, begin hitting your groundstrokes. Go!

### Do

Have the participants shake hands, then one side moves one position to the right. Have new partners introduce themselves, and repeat the activity. After the second groundstroke rotation, do the same activity using volleys. End the activity and ask participants to pick up and put away the balls and racquets.

NOTE: Have the participants help remove the nets and/or barrier tape from the playing area and make sure the racquets and balls are returned to the perimeter before proceeding into the next segment.

### Supporting Information

- Have players change partners after each round
- The kickoff may need to be delayed by a few minutes if the attendees are late arriving
- Reinforce that students should be utilized for setting up and taking down equipment.

# Introduction to School Tennis and Net Generation

(15 minutes)

## Do

Bring everyone together. Set the climate for the workshop. Introduce yourself and the topics for the workshop.

## Say

I am very excited that we'll be spending the next three hours together in this Teacher Workshop.

## Do

Give a few background details of yourself and why you are excited about delivering the workshop. Explain that, just like the opening activity, the workshop will be very hands-on and experiential.

## Supporting Information

- Showing good energy and enthusiasm in the first 10 minutes will help participants feel at ease and confident that this will be a good use of their time.
- Be careful to never use the term "gym teachers" during the workshop.
- If section or district staff are present, involve them in this section of the workshop.

## Say

You have just experienced one of many large group games in the Net Generation school curriculum, utilizing modified and ability-appropriate equipment. This gives your students the chance to play tennis and to meet other students.

## Ask

What was it like hitting on the smaller court with the bigger balls and smaller racquets?

Why do we use modified equipment to engage youth in playing the game of tennis?

## Say

Use of modified equipment facilitates kids having more fun, more success, better learning, smarter tactics and better technique, which leads to fewer errors (perceived competence).

## Do

Do a quick Q & A audience analysis to make a mental note of how you might want to adjust the workshop to the meet the needs of this group of participants (3 minutes).

## Say

I would like to get an idea of the experience of the group. By show of hands, how many of you:

Currently offer a tennis unit to your students?

For those who don't, solicit several reasons why they don't offer tennis and offer a brief solution.

Looking forward to learning something new?

We all have different experience levels and reasons for being here today.

We are very excited to have you as part of the Net Generation!

Together with the Net Generation school material, the goal is for everyone to feel comfortable enough to use the physical education curricula in your school lesson plans.

### Supporting Information

- Be prepared to address any concerns/reasons from the teachers that don't currently offer a tennis unit.

## Do

Ask for one volunteer to summarize what he/she knows about Net Generation in 30 seconds. Highlight any key points that he/she does not say.

## Ask

What do you already know about Net Generation? Can I have one volunteer to share?

## Do

Share additional details about Net Generation as indicated by the participants' interest: Net Generation is the USTA's new youth brand that empowers communities by:

Getting more players playing the game and also playing more often.

Uniting and growing tennis at the grass-roots level, under a single brand of tennis.

Providing a safe environment for children.

Helping providers with coaching curricula.

Encouraging kids to challenge themselves.

### Supporting Information

- Participants will likely have learned about Net Generation. Rather than presenting an overview, tap into their starting knowledge.

You may be interested in knowing that:

Since 1985, millions of kids have been introduced to tennis through the USTA Schools program.

The USTA curriculum has been developed in conjunction with SHAPE America and physical education experts to ensure a positive experience for kids and teachers.

Lesson plans are based on SHAPE grade level outcomes and are adaptable to the students' ability level.

Extracurricular programs, including out-of-school, community programs, coaching programs, and Jr. Team Tennis, are available to give children opportunities to experience a healthy and safe activity that they can enjoy for life.

## Do

---

Review what will be included in the workshop.

## Say

---

We have goals for this workshop. I want each of you to:

Discover how to adapt any space for tennis using kid-friendly equipment.

For example:

Age/ability/space-appropriate racquets and red tennis balls.

Smaller activity area.

Barrier tape instead of nets.

Acquire large group management techniques that can be used in any physical activity setting (PE, out-of-school programs, or events). We will present cues, modifications, and checks for understanding designed into the activities that help teachers know what to look for and how to make the activities more or less challenging.

Understand how to teach basic tennis skills.

Discover how to organize and supervise play in nontraditional spaces.

Be introduced to a turnkey curriculum in a format that's familiar to teachers. Become familiar with assets available to you to help students continue their tennis journey.

### Supporting Information

- Be knowledgeable and familiar with the content so that you can offer examples.

## Ask

---

I'd like you to think about one thing you would like to focus on during this workshop. What is one thing you want to learn to do better?

Allow 20 seconds for participants to think quietly.

Ask a few participants to share their answers.

## Say

---

Throughout this workshop, I will demo the activities as if you are a PE class, and have you perform the activities. Notice what each activity includes. Observe how it builds skills and abilities through games and activities. Notice how we set up the activity, adjust to different grade levels, and provide teaching cues each time a lesson plan is demonstrated today.

**UPON COMPLETION OF THE WORKSHOP, YOU WILL RECEIVE AN EMAIL THAT SUMMARIZES THE TRAINING, INCLUDING KEY COMPONENTS AND A LINK TO THE VIDEOS OF THE ACTIVITIES. THIS WILL SERVE AS A REFERENCE TO HELP YOU PREPARE FOR YOUR OWN TENNIS LESSONS.**

## Ask

---

Any questions before we move to the next section?

## Say

---

While we encourage you all to participate, please go at your own pace. The more you jump in and try out being the student, the more you will take from this workshop. Your participation in the workshop will also give you a feel for the student-centered way of introducing tennis and how you can get the most out of the limited time you have with them. Let's go!



# Classroom Management

(30 minutes)

## Say

As teachers, I realize that you are experts at large group management. How many of you might be a little concerned about handing each of your students a tennis ball and a tennis racquet? We're going to go through a few activities that will hopefully alleviate those concerns.

I am going to demonstrate the classroom management activities, as if you are a group of students coming to my PE class.

These will be the activities you use over and over again when teaching your classes.

Please pay attention to how I set up the activities and give specific instructions for what students should do.

### Supporting Information

- Become proficient at describing an activity at the same time as you're demonstrating the activity.

## Do

**Defining the Activity Area:** Be sure to establish boundaries with cones in each corner of the activity area to be sure students are safe and can be managed effectively.

## Obtaining Equipment

Space equipment around the activity area to avoid congestion around equipment bins. When using equipment, ask students to get a racquet and/or ball from the perimeter and find their own personal space by placing the equipment on the ground. Students should then stand in an athletic position with hands on the knees while awaiting instructions.

### Supporting Information

- When demonstrating a skill or activity, keep it short, keep it simple and make sure it is perfect – they will model what you do.

## Do

Demo the activities then have participants experience the activity. Point out the boundaries as you introduce the activity. Space the group in a section of the activity area. Show how to organize a group of students. This is a "follow the leader" activity –you demonstrate how to do it while the teachers follow your instructions.

Ask one teacher to volunteer to help you. Have him or her stand inside and outside a hula hoop to visually demonstrate personal and general space. Next, have the participants do the following activities:

- **Personal Space:** In a hula hoop, move around the area (with hula hoop or use helicopter arms). Trainer says freeze to see if students maintain their personal space.
- **General Space:** Outside a hula hoop or arms down, repeat the above activity without the hula hoop.

## Safety Talk

Teachers should discuss safety rules and consequences before allowing students to use equipment for the first time. Remind students to be aware of others and not to swing the racquet recklessly.

### Supporting Information

- Model the activity with enthusiasm, how to work with kids, providing positive comments and assuring that every player is safe and having fun.

## Starting and Stopping Activities

Be sure to always say “when” before “what” to start an activity, e.g. “When I say go, I need you to get a ball . . .”

Use the voice to start an activity, and use a loud audio signal such as a whistle (or stop music, etc.) to stop an activity (freeze). Using the same signal to start and stop an activity sends a conflicting message to the students. Only proceed once you have everyone’s attention!

Facilitator should have a tennis ball and racquet to demonstrate the following activities:

- Hugging the Racquet.
- Grounding the Racquet.
- Storing a Ball.

### Supporting Information

- Management techniques should be practiced by teachers to ensure mastery before introducing tennis skills and activities.

## Hugging the Racquet

Demonstrate and practice how to “hug your racquet” or “lock it in” for older students. This is a good safety technique when you are only addressing students for a few seconds.

## Grounding the Racquet

Demonstrate how to “ground your racquet” by quietly placing the racquet and/or ball flat on the floor in front of you, putting hands on knees and locating the teacher. Once the teacher has everyone’s attention, have them stand tall. Explain that grounding the equipment is necessary if you are addressing students for a longer period of time.

### Supporting Information

- By incorporating games with each management technique, participants will be more engaged and responsive to the techniques.

## Storing a Ball

---

Students should not chase balls out of their playing area. Loose balls should be picked up and stored immediately by students when it enters their space. Loose balls can be stored in pockets, or tucked into clothing. If a ball is lost, students should be able to obtain a ball from their peers or from supply bins located safely on the perimeter of the activity area.

## Do

---

Explain that you want the teachers to experience the seven different classroom management techniques you are about to show them. Some might be ones they already use. The facilitator will demo the activity (show and tell) and the teachers will do the activity.

## Activity

---

**In, Out, All About: (Kindergarten, page 16):** Facilitator uses cues (in, out, all about) to direct students to move throughout the activity area. On the facilitator calling “in,” the students move forward. On the facilitator calling “out,” the students move back diagonally, keeping their eyes forward. On the facilitator calling “all about,” students can move freely in the designated space.

Facilitator directs students to move as listed above, using a variety of locomotor skills – skipping, galloping, hopping, and sliding.

## Do

---

Introduce how to form pairs or groups, including toe-to-toe (partners) method, one hand up/one hand down (2 lines), sound mixer (groups) and friendship circles (if no partner).

**Forming Pairs or Groups:** Remind students that they must come to the center of the activity area (“friendship circle”) if an available partner is not immediately near them. Once they find a partner, they should immediately move out of the circle. The “toe-to-toe” method is the best way to pair up students quickly and doing “sound mixer” helps form small groups quickly.

## Toe-to-Toe

---

**Partners; Ball drop (Grades 3-4, page 19)** Partners, two tennis balls.

One partner will have both tennis balls, standing two feet from their partner. The other partner is in an athletic stance. The student with the tennis balls drops one of them. Their partner moves forward to catch the ball after one bounce but before it bounces twice. Switch roles on the teacher’s cue.

## ONE HAND UP & ONE HAND DOWN

---

**Two lines; Toss, catch and tag (Grades 5-6, Lesson 8 Instant Activity)** Partners, one tennis ball per pair.

Partners stand across from each other and toss the ball underhand to each other. On the teachers cue, the student who has the ball must turn and run to a designated area before their partner can tag them.

## SOUND MIXER

---

**Groups; Racquet Quickness Circle (Grades 3-4, page 17)** Groups of four or more, One racquet per person.

Students form a circle, holding their racquet upright by the grip, with the head of the racquet on the floor in front of their toes. A designated student will determine if their group is going to move to the left or right. When the designated student calls either left or right, each of the students will move that direction, grabbing the racquet of the person next to them.

## MIXING UP THE GROUP

---

While students are engaged in various movement activities, the teacher can call out different commands to mix the group (e.g. "Tallest player turn left," "If you have tall socks, turn left," "If you have short hair turn right," students wearing the same color clothing, same birth month). Once the students are mixed adequately, they can be placed into groups or teams.

## ASK

---

What did you notice about how to organize students into groups?

- Explain why it is important to form partners and groups right away for certain activities.

## SAY

---

Students should group with peers next to them instead of seeking out their closest friends. If a player/group is not available within two steps, players must run to the friendship circle immediately to find a partner/group.

## ASK

---

What type of challenging behaviors have you seen, or might you see, as you teach tennis?

- Invite 1 or 2 participants to share their answers.

What kinds of things do you currently use to address and handle these types of challenging behaviors?

Repeat and summarize the strategies that the teachers mention; add any of these specific ways to handle discipline issues, as needed:

- Have a behavior plan that was previously agreed on by the students.

- Follow the process for everyone; be consistent.
- Utilize “Proximity Control” to help students become aware of their problem behavior– approach student from behind, mention issue then walk away.
- Reinforce Good Behavior/Catch the students doing something right!!

## Say

---

Management techniques should be practiced with students to ensure mastery before introducing various skills and activities. Just like we did here, by incorporating games with each management technique, students will be more engaged and responsive to the techniques.

## Ask

---

What is the value of these classroom management techniques?

- To get kids active as soon as possible.
- To allow all kids to be involved in the lesson.
- To make good use of the class time.

## Say

---

Pair up with one other person; share with each other one thing you have learned about classroom management techniques for tennis lessons that you will try in your tennis lessons. You have 1 minute.

## Do

---

When 1 minute is up, call “Time!” and transition to next topic.

# Break

(5 minutes)

## Say

---

Let’s take a 5-minute break. Let’s get back together at [time].

## Do

---

During the break, make sure the space is set up for the tennis skills activities.

# Tennis Skills – Kindergarten – 6th Grade

(50 minutes)

## Do

Manage your time well so that you can demonstrate each of the tennis skills listed here by grade level. You are doing a “show and tell” to demonstrate HOW a teacher can teach these skills to his/her own students.

- Announce the grade level that the tennis skill corresponds to as you model how a teacher would set up and lead each of the tennis skill activities.
- Model the use of classroom management techniques; say and describe what you are doing and why you are doing it.
- Ensure that teachers understand how an activity progresses by grade level; convince them that it can be done.
- Describe how they can make this more or less challenging; give examples of how the activity can be modified.
- Model how to give positive feedback to the students.

### Supporting Information

- Remember, that teachers will be following exactly what you do. Be a good role model for how to teach tennis skills. Reiterate both WHAT you are doing and WHY you are doing it.
- Start and stop the activity by modeling a verbal start and a whistle to stop.

## Ask these questions over and over again:

- “Do you see how the activities make a lot of sense?”
- “Notice how the progression works?”
- “Is this something you can see yourself doing?”
- “Can you see how all of your students are engaged?”

### Supporting Information

- Occasionally, after the teachers have tried an activity, ask them “What teaching cues did I use?”

## Do

Gauge the teacher’s confidence level in feeling ready to teach tennis skills. Introduce “fist of five” activity and take 1 minute to do it.

## Say

I’m going to show you how tennis skills can be taught by grade level, with teaching cues, and have you follow my instructions as if you are students. Before we begin, I want to check to see your comfort level with teaching tennis skills at the moment with a quick “fist of five”. Use your hand like a scale of 0-5; a fist is zero, and all five fingers is 5. I’m going to count to 3 and you show your number with one hand. Ready? Go?

### Supporting Information

- Your goal is to build their confidence in teaching tennis skill lessons.

## Do

Ask participants to keep their hands raised and invite them to look around. What do they notice? A range, low, high, etc.

## Say

I hope that your own rating will increase after you experience the tennis skills and games you can use for yourself.

## Kindergarten Lesson 6

**Balance Challenge, page 25 (1 racquet, 1 beanbag per student)**

Introduce teaching cues and how to properly hold a racquet-  
“Shake hands and palm-up grip”.

Students are instructed to walk with the beanbag balanced on different parts of their body (head, hand). The teacher then calls “freeze” and the students stop and try to balance in place. The teacher calls “unfreeze” and the students continue to walk.

- Teacher calls “change direction” and the students change the direction they are walking in.
- Teacher calls “toes” and the students touch their toes while balancing the beanbag on their racquet.
- Teacher instructs students to move freely throughout the activity area while balancing the beanbag on the racquet.

## Grades 1-2 Lesson Activities

**Mirror Twist Clap, page 12 (partners)**

- Have students use both left and right hands. In synchronized, mirror-like fashion, they twist their upper bodies away from each other while making a loop (little “c”) with their right arm, bring their hands together and mimick a right-handed swing. Repeat the activity with their left hand on the facilitator’s cue.

### Supporting Information

- You should demo the proper way to “splat” the ball with the racquet.

**Walk The Dog Relay, page 14 (2 students, 1 target, 1 ball)**

- One student uses their racquet to push their ball, with control, to the spot marker, keeping the ball in contact with the racquet
- Once at the spot, the student gently splats the ball- stopping it by covering it with the racquet strings. They resume by pushing the ball with their racquet back to the starting point.
- When the student returns to the starting point, the other student completes the same activity
- **Accommodation:** Decrease distance, use a larger ball.



### **Bullseye Relay, page 18 (3 students, 1 target, 1 racquet, 1 ball)**

- Student #1 (with the ball) rolls the ball, with the racquet, trying to get it to stop on the target. Student #1 follows the ball after he/she rolls it. Student #3 (the student behind the target) traps the ball with their hands and runs it, and the racquet, back to the starting line to hand it off to Student #2.

- Students continue to roll, trap and move for the duration of the activity.

### **Bullseye Fly-Bys, page 20 (2 students, 2 racquets, 1 target, 1 ball)**

- Students are in pairs, each with a racquet. One ball and target per pair. Students are 10 feet apart with the target between them. Alternate rolling and “splatting” the ball to each other, attempting to roll the ball over the poly spot that is placed between them.
- Each student should reposition their feet to the center of their space (recover) after sending the ball.
- **Accommodation:** Decrease distance, larger ball, larger targets, use hand instead of a racquet.

### **Roll and Splat (without target), page 21 (2 students, 2 racquets, 1 ball)**

- Students are to define an area around them as a boundary, so that they know what is “in” and “out.”
- Students will turn sideways and push the ball with the racquet to their partner. Their partner will trap the ball by “splatting” it with the racquet. The pairs will attempt to complete as many consecutive rolling rallies as possible.
- **Accommodation:** Decrease distance, larger ball, keep target, use hand instead of a racquet.
- Each student should reposition their feet to the center of their space (recover) after sending the ball across.

### **Tap Downs, page 29 (1 racquet, 1 ball per student)**

While holding the racquet in the dominant hand and the ball in the non-dominant hand at waist level, students will drop the ball, let it bounce one time, tap it down with the racquet, and then trap it gently on the racquet in hitting position.

- Remind students to stay in personal space and to avoid running through other students’ space.
- As skill and confidence increases, instruct students to increase the number of tap-downs before trapping (e.g., two times, three times).
- Further challenge students by having them tap the ball down using the edge of the racquet (“edgies”).

#### **Supporting Information**

- Palm down, tap so ball bounces to waist level after the bounce

### Self-Rallies, page 33 (1 racquet, 1 ball per student)

Students try to bump the ball up repeatedly before letting it bounce.

- Try the following sequence: bounce, bump, bump, bump, bounce, catch on racquet.
- Students will self-rally by alternating bumping the ball up in the air with the racquet and then letting it bounce off the ground.
- Challenge students to self-rally as long as possible, without losing control of the ball.

#### Supporting Information

- Palm up
- Eye High

## Grades 3-4 Lesson Activities

### Ice Cream Cones with Partner (without racquet), page 21 (2 students, 2 cones, 1 ball)

Each student is to stand with their cone in the ready position, like they are holding an ice cream cone.

- Students work together, underhand tossing the ball to each other and catching the ball in the cone after one bounce.
- **Accommodation:** Decrease distance, place a target for the ball to bounce, use one cone (toss, bounce/catch, rollback), use a larger ball.
- Have students call out the sequence as they complete it.

#### Supporting Information

- Eye High
- Step with opposite foot

### Sending the Mail Page 25 (2 students, 1 racquet, 1 ball, 1 cone)

- One student is the hitter and their partner is the tosser/catcher, with a ball and cone.
  - The catcher serves (underhand toss) the ball to the hitter, ensuring the ball lands approximately 1 to 2 feet in front of their partner (use a spot marker to assist with this if necessary).
  - The hitter strikes the ball and returns back to the catcher, who catches the ball in the cone after 1 bounce.
  - **Accommodation:** Decrease distance, use target, toss/catch, place ball on the ground, and roll back.
  - Teams are to be given 10 attempts at toss, bounce, hit, bounce, and catch and then swap roles.
  - Teams try to score as many successful catches in the cone out of a possible 10.

### Lobster Trap, page 26 (2 students, 2 racquets, 1 ball)

The player with the ball (the tosser) makes an easy underhand toss, and the player with the racquets (the lobster) catches the ball after the bounce by trapping the ball between both racquets.

- After trapping the ball, the player rotates, drops the ball from the racquets and drop hits the ball back to the tosser.
- Change tossers and “lobsters” after 5 tosses.

**Accommodation:** Hitter can roll the ball back.

### Hoopla Page 28 (2 students, 1 racquet, 1 ball, 1 hoop or target)

One student will bounce and hit the ball, and try to have it land in the hoop.

- The other student will be positioned behind the hoop, catching/retrieving the ball after the bounce and rolling it back to their partner.
- Students will switch positions after 10 tries.
- Be sure to remind hitting students to keep their racquet strings pointed where they want the ball to go (in the hoop).
- **Accommodation:** Decrease distance, use a larger ball.

## Grades 5-6 Lesson Activities

### Volley Progression (Part 1: 2 students, 1 ball, no racquets; Part 2: 2 students, 1 ball, 1 racquet)

Students are to form pairs with both students on opposite sides of the net, two steps away from the net.

- Students take turns stepping forward and underhand tossing to each other.
- The catcher catches the ball with their hand shoulder-height at their side and in front of their body at a slight angle (no stop-sign volleys!)
- Continue this sequence for 10 total tosses.

**Transition:** Students can continue to work with the same partner for the next activity.

Students are to form pairs with one student on one side of the net at the service line (tossers) and the other student at the net on the other side (volleyer).

- Student 1 (tossers) steps forward and underhand tosses the ball to the volleyer.
- The volleyer blocks the ball out of the air and out in front of their body and returns the ball back to the tosser.
- The tosser aims to catch the ball after one bounce.
- Complete this sequence five times.

#### Supporting Information

- Shake hands grip
- Eye high

#### Supporting Information

- Hammer grip
- Eye high

**Accommodation:** Decrease distance, block with hand, use bigger ball or balloon (if allowed), provide targets.

After completing the sequence five times, swap roles with the tosser becoming the volleyer and the volleyer becoming the tosser.

### **Catch the Ball Cross Court, page 30 (Groups of 4, 2 balls)**

Student serves (underhand toss) the ball from the service line cross court (diagonal), aiming to land the ball over the net and into their partner's service box.

- Students allow the ball to bounce once before catching and returning (underhand toss) the ball back over the net, cross court to their partner; the rally continues.
- If the ball bounces more than once, if the ball lands outside the court space or if the ball lands in the net, the point ends and a new point begins.
- Remind students to step into the court after they "serve."
- Ensure a different student starts the serve each time.

**Modification:** Students work cooperatively to see how many cross-court rallies they are able to achieve.

**Accommodation:** Use line on the ground instead of the net, use a larger ball, decrease the distance.

### **Three Ball Challenge Cross Court, page 30 (2 students, 2 racquets, 1 ball)**

- Student 1 begins the point with a serve (underhand toss), which is to land over the net, cross court in the service box of Student 2.
- Student 2 lets the ball bounce once and then hits the ball cross court back over the net to student 1's court.
- Student 1 lets the ball bounce once and then hits the ball cross court back over the net to Student 2's court.
- Student 2 aims to stop the ball by catching it on their racquet, using their hands to guide the ball onto the strings.
- This sequence is known as a three-ball play.
- Continue the sequence, changing who serves each time.

## Racquet Swap, page 38 (2 groups (whistle mixer), 1 ball, 1 racquet, 1 side hitting, 1 side tossing)

On signal from the teacher, the student with the tennis ball tosses it over the net and moves behind their teammates.

- The student with the racquet rallies the ball over the net, aiming to land one to two feet in front tossers, and passes the racquet to the team member behind them, moving behind their teammates.
- Tossing students attempt to catch the ball after it bounces once.
- The next team member then follows the same sequence.

Play the game with all team members going through the activity five to six times and then switch roles.

**Accommodation:** Allow two bounces, larger targets, decrease distance, the student has the option to catch, drop and hit the ball.

## Do

Close this section by reinforcing the teaching cues that can be used over and over again. Encourage teachers to both say and do a minimum of five different teaching cues, e.g. eyes up or eyes high, palm up or down, personal space/general space, ready position, aim to target, etc. Provide positive reinforcement and praise.

## Ask

Name and show me some of the teaching cues you saw me use to teach these tennis skills.



# Break

(10 minutes)

## SAY

Let's take a 10-minute break. Let's get back together at [time].

# Lesson Games – Kindergarten – 6th Grade

(45 minutes)

## Say

Welcome back! Now we are going to move on to 'Game Activities,' which follows the tennis skill portion in the lesson plans.

## Ask

How many of you agree that without games, many of your students may lose interest in tennis?

## Say

Games allow players to practice the skills they learned earlier. This is why it is so important we teach using modified equipment, so that the players' skills allow them to have success in a game setting (perceived competence).

There are two critical components to the development of an athlete: team play and learning how to be a supportive teammate.

As we discuss games, we will also be focusing on the importance of rotating partners.

### Supporting Information

- Continue to demonstrate classroom management techniques as you set up and play games. Name the technique you are using so participants notice you are using it.



## Ask

---

Why is it so important to rotate partners during team play?

Allow 1 or 2 participants to answer. Share any of these key points not mentioned:

Rotating players makes sure the children:

- Are challenged.
- Have equal playing opportunities.
- Have the chance to play with different players within the group.

## Say

---

Like tennis skills, tennis games follow a progression for each grade level.

## Do

---

Manage your time well so that you can incorporate each of the tennis games listed here by grade level. Announce the grade level that the game corresponds to as you model how a teacher would set up and play each of these tennis games.

## Kindergarten

**Red Light, Green Light, page 22 (1 racquet per student)**

When the teacher says “Green Light,” students move toward the finish line, while holding their racquet. If the teacher calls “Red Light,” then the students must freeze. If a student is caught moving when “Red Light” is called, then they move back to the starting line.

**Mirror Challenge with a Beanbag and Racquet (end game), page 32 (1 racquet, 1 beanbag per student, groups)**

One student is to lead the other student in different pathways (straight, zig-zag, winding) while balancing a beanbag on their racquet. Then change leaders on the teachers cue.

### Supporting Information

- By participating in these tennis games, teachers are “learning by doing.” You want their experience to be positive and affirming that they could use these tennis games in their PE lesson plans.

## Grades 1-2

**Walk the Dog, page 23 (1 racquet, 1 ball, 1 cone per student)**

- Cones are set up randomly throughout the play area.
- Once students have a ball and a racquet, they stand next to one of the cones (there should only be one student standing at each cone).
- Using the cone as their “home,” students start pushing their ball with their racquet in the play area.



- The ball should always be touching the racquet.
- When the teacher says “home,” the students continue to push the ball with their racquet while returning to their “home” (cone).

#### Tap Ups with Bounces, page 35 (2 students, 1 target, 2 racquets, 1 ball)

- Partners stand close to each other and place a target on the ground. Partner 1 bounces the ball and bumps it up in front of them. Partner 1 backs up and lets the ball bounce on or inside the target. In the meantime, Partner 2 steps forward to position their racquet underneath the bouncing ball and bump it up.
- Partners alternate turns, positioning their racquet underneath the ball and bumping it up in the air.

#### Jacks (end game), page 39 (2 students, 1 or 2 racquets, 1 ball)

- With the palm facing up, Partner 1 drops the ball, lets it bounce, bumps it up one time, and catches it with their non-dominant hand (“onesies”).
- Partner 2 drops the ball, lets it bounce, bumps it up two times, and catches it with their non-dominant hand (“twosies”).
- Repeat alternating turns and adding one extra bump, as long as each partner successfully completes the task.
- The pair “wins” if they successfully progress to “fivesies.”
- Encourage partners to support each other by cheering each other’s successes.

## Grades 3-4

#### Doubles Tossing, page 38 (4 or more teams, 1 ball, no racquets)

- Teams take turns serving (underhand toss).
- A rally commences with a serve, landing over the net and into the other team’s space.
- The other team must allow the ball to bounce before being caught, and then returns the serve with an underhand toss back across the net.
- Teams then play out the point. Play first to 10.

#### Four Square with Racquet (end game), page 38 (4 or more players per team 1 ball, 4 racquets)

- The ball is put in play amongst four players on the four square court to any square.
- The goal is to work up towards the top square following a clockwise rotation.
- If a player loses a point, they go to the lowest square and the other players in the game advance one position closer to the top square.
- If there are more than four players, then the student losing the point rotates off until they enter back in the game at the lowest square.
- Ball can be hit to any box. When changing squares, ground the racquet in the square you are in, then rotate.

## Grades 5-6

Play it Out, page 36 (2 students, 2 racquets, 2 balls)

Student 1 begins the point with an underhand serve from behind the baseline, landing over the net in Student 2's court.

- If the first serve is not successful, then a second serve can be taken, which may be a bounce-hit or overhand throw (make sure second ball is stored properly).
- Student 2 lets the ball bounce once and then returns the ball back over the net to student 1's court.
- Student 1 moves to the ball and aims to keep the rally going by hitting the ball back.
- Students make sure they call the ball in or out.
- Students swap serves every two points.
- Play first to 10 points.

### ASK

---

What did you notice about the games as we progressed through the different grade levels?

### ASK

---

Which of these tennis games would you be excited to try first?



## Ask

Name one thing that helps to set up and run a successful Tennis Lesson Game?

## Do

Connect back to the “fist of five” activity that you did before introducing tennis skills. Now ask participants to remember what they scored their comfort level earlier. Use a thumbs up, thumbs down, or thumb sideways to indicate if they now feel more comfortable/ready, less comfortable/ready, or about the same.

## Say

Let me check in with you about how you are feeling now about teaching tennis skills and games. Remember the “fist of five” number you showed earlier? Think about if it is now higher, lower or about the same by showing a thumbs up, thumbs down, or thumb sideways.

## Do

Ask participants to keep their “thumbs” showing and invite people to share their reactions.

# Out-of-School Time Opportunities, Connecting with School Partners, Wrap Up

(20 minutes)

## Do

If section or district USTA staff is present, involve them in this section of the workshop. Also, involve any School Partners that are present.

## Say

Once your students are introduced to tennis, some of them may inquire about additional play opportunities.

## Ask ⓘ

Are you aware of out-of-school programs in your area?

### Supporting Information

- If the School Partner needs to leave before the end of the workshop, you will need to allow them to speak earlier.

Invite 2-3 participants to share their ideas. Ask if any of these opportunities might be available:

- Before-school (on school grounds)
- Recess (on school grounds)
- After-school (community education programs on or off school grounds)
- Community tennis programming (Parks and Rec, NJTLs, CTAs, service organizations, parents and volunteers)
- Coaching programs (certified coaches through PTR or USPTA)
- Junior Team Tennis (intramural, local non-advancing)

## Supporting Information

- Facilitator should not use acronyms. Be sure to say National Junior Tennis and Learning, Community Tennis Associations, Professional Tennis Registry and United States Professional Tennis Association.

## Do

If a school partner or potential school partner is present, invite them to give a quick overview of their program/services.

## Say

We are fortunate to have \_\_\_\_\_ representing \_\_\_\_\_, and I would like for them to inform you about their program.

## Say

All good lessons conclude with a wrap-up and a recap of the practice.

## Ask

Why is it important to spend a few minutes doing a wrap-up?

Allow a few participants to share their answer.

## Say

At the start of this workshop, I asked you to think about what you hoped to gain. Think about everything we have covered. What are some of the highlights for you?

How is this going to impact your teaching moving forward? I'll give you a minute to think silently. Then turn to the person next to you and take turns sharing your thoughts.

## Do

Invite everyone to pair up and share after 1 minute. Allow partners to talk for 2-3 minutes. Ask for a few examples.



## Do

---

Take questions on anything about the workshop. Remind the participants that they will receive a follow-up email from their local USTA contact.

## Say

---

We have a Workshop Follow-Up Guide to email you that you can use as a resource whenever you want to reflect on the content of this workshop. In addition to the follow-up guide, you will have access to the following if you create a Net Generation account:

- Access to Net Generation Schools Curricula (online).
- Access to Teacher Workshop activities videos.
- Access to videos of all the activities in the Schools Curricula.
- Access to online station signs.

Remember to frequently visit the Net Generation websites, as we are always adding more resources and incentives for our providers.

I want to thank you for your participation in our Teacher Workshop today. I know your time is valuable and I have enjoyed working with all of you.

Please take 1 minute and give us your feedback on this short evaluation form.



## Addendum for Secondary (Grades 7-12) Workshop (Three-Hour)

**Class Management:** All of the discussion topics and activities with the **exception** of the following:

- In, Out, All About.
- Use “Lock it in” instead of “Hug the racquet”.
- Add “Rock, Paper, Scissors Tag” to One hand up, one hand down activity.

### Tennis Skills:

- From Facilitator Guide Grades 1-2 Activities:
- Mirror Twist Clap.
- Self-Rallies.
- Tap Ups with Bounces (page 11): Use line or barrier.

### From Facilitator Guide Grades 3-4 Activities:

- Ice Cream Cones with Partner .
- Send the Mail.
- Lobster Trap.
- Hoopla Variation: Each student has a racquet and a target. Bounce, hit, and trap to each other.
- In Command (do over a barrier).
- Four-Square with Racquet: With or without barrier, no spiking allowed. Change to over a barrier only.

### From Facilitator Guide Grades 5-6 Activities:

- Volley Progression (add block with the back of the hand for backhand volley).
- Catch the Ball Cross Court (add upper body rotation and toss with two hands on the backhand side).
- Three-Ball Challenge.
- Racquet Swap (eventually have both sides have a racquet).

### Additional Activities:

#### 3-2-1 Juggle Rally (Grades 7-12 curriculum, page 20)

- Partners across from each other over a barrier: Partner 1 tosses the ball in the air, allows it to bounce, then bounces/hits (juggles) it to him/herself three times before sending the ball to Partner 2. Partner 2 then juggles the ball three times and sends it back. Partner 1 then juggles the ball two times and sends it to their partner, who does the same and then sends it back. Repeat again with one juggle, then begin a continuous rally.

#### Serve/Return of Serve Progression (Grades 7-12 curriculum, page 29):

- Demonstrate a modified serve (start with racquet on shoulder), with a participant on the other side letting the ball bounce and trapping. Emphasize hitting up on the ball.
- Partners across the barrier practice throwing overhand, with an arc. Their partner catches the ball after one bounce.
- Partners across the barrier from each other (diagonal if there's room, straight ahead if there isn't

enough space): start with racquet on the shoulder, hammer grip; toss and bump the ball to their partner, freezing at the point of contact (emphasize hitting up).

- Partners do the same as above, adding the follow-through to the opposite side of the body.
- Serve, Return, Rally, Bounce and Trap: Player A serves the ball to Player B, who returns the ball off the bounce. Player A rallies the ball back to Player B, who then bounce-and-traps the ball. Player B restarts the same progression.
- Modification: Demonstrate underhand serve (no bounce). If necessary, allow the student to throw the ball overhand to start a point or rally.
- Doubles Mini-Tennis (page 13).
- Singles Challenge (page 13).
- Include out-of-school-time discussion from page 11 and Net Generation, Connecting with School Partners discussion from page 13.

## Suggested Elementary—1-1/2 Hour Outline

- Hit Around
- Introduction
- Class Management
- Tennis Skills

Kindergarten Balance Challenge

Grades 1-2 - Walk The Dog Relay, Roll and Splat, Self Rallies

Grades 3-4 - Ice Cream Cones w/ Partner, Sending the Mail, Lobster Trap

Grades 5-6 - Volley Progression, Partner Rally, Racquet Swap

- Tennis Games

Kindergarten - Red Light, Green Light

Grades 1-2 - Jacks

Grades 3-4 - Four-Square with Racquet

Grades 5-6 - Doubles Mini-Tennis

- Net Generation, Connecting With School Partners, Wrap-up

## Grades 7-12—1-1/2 Hour Teacher Workshop

- Hit Around
- Introduction
- Class Management



Exclude In, Out, All About

Use “Lock it in” instead of “Hug the racquet”

Add “Rock, Paper, Scissors Tag” to One hand up, one hand down activity

- **Tennis Skills:**

Tap Ups

Self-Rallies

Tap Ups with Bounces (use line or barrier)

Ice Cream Cone with Partner

Send the Mail

Lobster Trap

Four-Square with Racquet

Volley Progression

Add block with back of hand for backhand volley

Get to 5! (Toss) (Grades 7-12 curriculum, page 39)

Team Singles (Grades 7-12 curriculum, page 37)

Serve/Return of Serve Progression (Grades 7-12 curriculum, page 29)

Demonstrate a modified serve (start with racquet on shoulder, hammer grip) with a participant on the other side letting the ball bounce and trapping. Emphasize hitting up on the ball.

Partners across the barrier practice throwing overhand, with an arc. Their partner catches the ball after one bounce.

Partners across the barrier from each other (diagonal if there's room, straight ahead if there isn't enough space): start with racquet on the shoulder, hammer grip; toss and bump the ball to their partner, freezing at the point of contact (emphasize hitting up).

Partners do the same as above, adding the follow-through to the opposite side of the body Serve, Return, Rally, Bounce, and Trap: Player A serves the ball to Player B who returns the ball off the bounce. Player A rallies the ball back to Player B who then bounce-and-traps the ball. Player B restarts the same progression.

Modification: Demonstrate underhand serve (no bounce). If necessary, allow the student to throw the ball overhand to start a point or rally.

Play it Out Mini (Doubles) (Grades 7-12 curriculum, page 39)

Champion of the Court (singles) (Grades 7-12 curriculum, page 37) (if there's time)

- **Net Generation, Connecting with School Partners, Wrap-up**



# School Assembly Script

# Assembly Script

## Intended audience-Kindergarten-5th grades

### DURATION-20-30 MINUTES.

With music playing, rally foam or low compression balls back and forth as the students are walking in and getting seated. Keep the balls going and play it up – lobs, overheads, “tweenies,” groundstrokes, and volleys will make the kids go crazy!

1. Welcome- Introduce yourself and your partner, explain that you’re there to introduce them to the greatest sport on earth and show them how they can get involved.

**Tip-Ask questions to get to know the audience: How many of you play tennis, like tennis, watch tennis on TV?**

2. Rally Time- As you rally with your partner, explain how the best tennis players in the world are the ones who can keep the ball in play.
  - o Pick a predetermined, teacher approved, non-tennis-playing student to come rally. The important point here is that you have to show that, without the right size/type of equipment (racquet and ball) and being too far from the net like the pros on TV, rallying can be very challenging.
  - o Ask the crowd: “How many tennis balls come in a can? OK, so we’re going to give “Jared” three tries to hit one ball over the net for a special prize!”
  - o Give Jared a giant size racquet, if you have one available. If not, give Jared a full size racquet and have him back up as far as possible.
  - o Next, hit a tough shot with a yellow ball so that he is sure to miss. Hit each ball so that he/she can at least make a swing, and hopefully a “whiff”.
  - o Explain, “It must be the racquet, it’s too big” and maybe he’s too far from the net! Bring Jared 3-5 feet from the net, give him a 21-23” racquet and get 1 or 2 red balls (felt or foam).
  - o Now, with a right-sized racquet (21” or 23”), shorter court and an appropriate ball try to rally 10 in a row from just a few feet from the net. Have the audience count out loud while Jared becomes the tennis hero of the day. Award a prize.

**Tip-Consult with the teacher and have them assist with picking students to demonstrate.**

3. Game Time- Bring the crowd into it with a “Jared just did it, who thinks they can give this tennis thing a try?” Pick six to 10 volunteers from the audience for each of the following activities. Make sure that for each game you give the kids 60 seconds to play and make clear that their objective is to meet or break the National Average (NA) for their grade level. Your objective is not to find a winner, but to make sure they are safe, having fun, and meeting the NA! For kicks, you can add a grade level World Record (WR) if you like.

**Tip-As the seconds tick away, have the entire assembly count down 5,4,3,2,1...Stop!**

## Grades K-3

- **Pizza/Tennis Sandwich - Group Game Race – Two teams of four or more – NA 75 sec., WR 60 sec.**  
Have students make a pizza: crust/racquet, sauce/ball, cheese/racquet, pepperoni/ball, etc. Have the pizzas race from one end to the other. Have the audience cheer for their favorite team.
- **Koosh/Bean Bag Add-A-Step - Partner Game Rally Developer - NA – 3, WR – 12**  
Partner game where students pair up and pass a Koosh Ball or bean bag back and forth, trying not to let it fall to the floor. If they get four in a row, they take a step back. Please explain that this is the first stage of rallying

## Grades 4 and 5

- **Ups and Downs Relay – NA 75 sec., WR 60 sec.**  
Pick eight to 10 players and place them into two teams. Each team will have one racquet and one tennis ball. The first person in line does ups (eye-high) to the net and downs (waist level) back to the baseline. They hand the racquet and ball to the next person in line, who repeats the same activity. The first team to get all of their players through the activity is the winning team. Make sure they high-five their teammates and the other team.
- **Lobster Trap - NA – 6, WR - 15**  
A rally developer game with six to eight players in pairs. Each pair stands about 10-15 feet away. One player is the Tosser and one is the “Lobster.” The Lobster has a racquet in each hand. The Tosser tosses a ball cooperatively underhand with a bounce to their Lobster partner. The Lobster catches the ball between both racquets! Then, the Lobster (depending on ability) can either put the ball on the ground and roll it back to the Tosser, or drop and hit it slowly and cooperatively to their partner. Go for 60 seconds and see if each team can beat the National or World Record.
- With same group of students, have them line up facing the other students. You will demonstrate turning the racquet over while keeping the ball on the strings (use racquet with ball attached if necessary). Give them 30 seconds to practice then allow each of them one try to be successful. If they’re successful, give them a racquet or another prize.

**Tip-Award a prize to each participant**

### 4. Volleys

- o Rally with your partner and demonstrate volleys (If assistant is not a tennis player, have them underhand toss the ball to you while you volley it back).
- o Ask the audience questions about the shot: What is different about the shot? Can anyone think of another sport where the ball doesn’t bounce (volleyball)? What is the name of the shot?

**TIP- If you have the equipment, you can use a special racquet (one with a net in place of the strings, a big one, a frying pan, a Velcro paddle and ball, a baseball glove, etc.) to demonstrate the non-swinging technique.**

## 5. Serve

- o Quiz the audience for a prize. "This is the most important shot in tennis because it starts off every point; can anyone name this shot?" Talk about the serve and do a sport comparison (throwing a football, pitching a baseball, serving a volleyball, etc.). Inform them of the fastest male serve (Sam Groth, 163 mph) and fastest female serve (Sabine Lisiki 131 mph). Grab two yellow tennis balls and the trick tennis ball. Pick one of the younger students (kindergarten or first grade) from the audience. Tell them that your serve has been clocked at 100 mph. You're going to see if the student can return your 100 mph serve. Give the student a couple of slower, warm-up serves that they can make contact with. For the third serve, set it up by having the student back up, hold on to the racquet tight, set their feet. Use the ball that has been rubber cemented back together. Once done, if possible, give the student the racquet and a Red Felt ball. If not, give them another prize.

**Tip-Be careful not to bounce the trick ball before serving!!**

## 6. Doubles Mini-Tennis

- o Bring out two students to play a game of doubles mini-tennis with you and the assistant. Play first to four points. Demonstrate good sportsmanship by shaking hands after the match. Award a prize to the students. Next, bring out two teachers; ask the students who they would like to see play. Play four points. Demonstrate good sportsmanship by shaking hands at the end of the match.

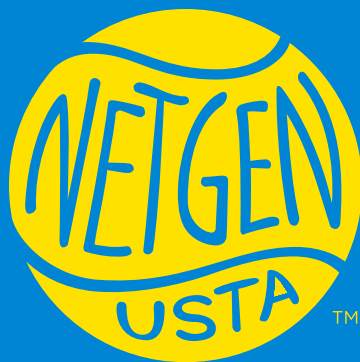
**Tip- Asking the kids which teachers to bring out will put the kids into a frenzy. Ride that momentum by having them "ooh and ahh" during the rallies and announce the score.**

**Check your ego at the door; allow the students or teachers to win points.**

## 7. Conclusion

- o Thank the students and teachers for the opportunity to visit their school. If their School Partner or another tennis organization attended, give them some time to speak about what they do. Let the kids know that NetGeneration.com is the place to go to sign up and get more involved in tennis. Give the teachers all the information for students who want to get involved.

**TIP- If there's time, this is a great opportunity to give away remaining prizes with quiz questions about tennis. Where is the US Open played? What does the USTA stand for? What surfaces are the four Grand Slams played on, etc.?**



# Shape the Future of Tennis

