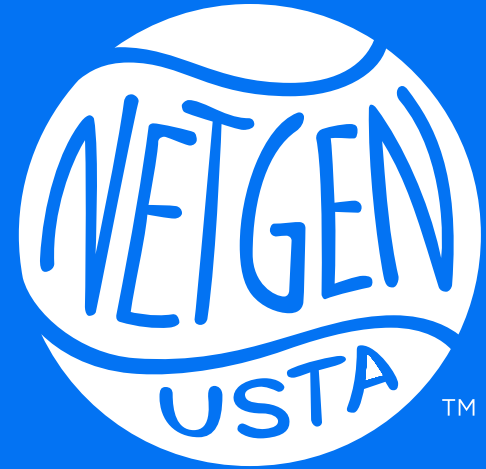


Physical Education Tennis Curriculum

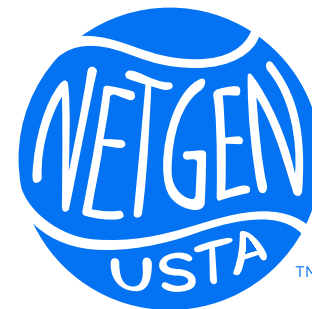
Standards-Based Comprehensive Lesson Plans



Grades 9–12



Welcome to Net Generation!



On behalf of the USTA, we thank you for supporting our exciting new youth tennis brand. You help shape the future of the kids you teach every day, and tennis is an excellent sport to help you in that mission. Not only is tennis a healthy lifetime sport, it's an activity that helps in key development areas—mental skills and problem solving, accountability and sportsmanship, cardiovascular health, muscle strength, and eye-hand coordination—not to mention it's more fun to play than ever before. We make tennis easy for kids to play and easy for you to teach, supplying you with all you need to get started. Net Generation is a comprehensive platform and development program for kids ages 5 through 18. By creating a single platform for tennis in America—supported at every step of the way by the USTA—we believe we can grow tennis participation, instill the love of the game in future generations, and ensure that tennis remains a vibrant sport in our communities for years to come. As a former Harvard student and world No.4 tennis player, I'm a Net Generation ambassador because I experienced the benefits of tennis firsthand—it helped me succeed in school, in my career and in my life. Through Net Generation—with your help—we will positively impact thousands of kids across the country and inspire each of them to live a healthier lifestyle. By registering and becoming an active part of Net Generation, you will get access to the very best in curricula, with turnkey lesson plans created in conjunction with SHAPE America, a leading organization that sets the standards for health and physical education across the country. You'll also gain access to free equipment when you partner with a local coach or tennis organization, as well as digital tools and resources that make teaching, coaching, planning and playing easy. The USTA created Net Generation with you in mind, so we look forward to your feedback and input along the way. With your help, we can inspire kids to get in the game—and stay in it!

Again, I thank you for being a part of Net Generation! Together, we will shape the future of tennis!



A blue ink signature of James Blake, written in a cursive style.

James Blake

*Net Generation Ambassador
Former World #4 Tennis Player*



SHAPE America National Physical Education Standards

SHAPE America's National Physical Education Standards define what a student should know and be able to do as the result of a highly effective physical education program. The standards serve as an important framework to address the holistic development of students and ensure consistency and quality in physical education programs nationwide. States and local school districts across the country use the National Physical Education Standards to develop or revise existing standards, frameworks and curricula.

The National Physical Education Standards are utilized as the essential framework and guidance document within the USTA Net Generation Curriculum.

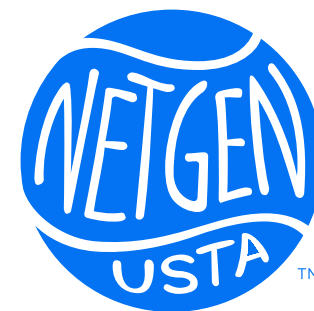
Learn more about the SHAPE America National Physical Education Standards at shapeamerica.org/standards/pe.

SHAPE America — Society of Health and Physical Educators
PO Box 225
Annapolis Junction, MD 20701
shapeamerica.org

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Lesson Overview



Important Information on How to Use the Lessons

Throughout the grades 9–12 Net Generation Curriculum, students will learn the standards-based fundamental skill sets that will enhance their psychomotor abilities. Along with the focus on psychomotor skills, these standards-based lessons provide an opportunity to engage in the social, cognitive and affective learning domains, to create a holistic approach to student learning. Users may notice a focus on enhancing skill sets in; teamwork, communication, conflict-resolution, reflection, personal choice and meaningful connections to movement.

Be prepared to revisit (repeat activities)




At this stage students need meaningful practice and sufficient exposure to allow for skill acquisition. If students are having difficulty in understanding or demonstrating specific skills, repetition through modified game activities in various situations will assist in developing appropriate skill acquisition. At the grades 9–12 level, allowing for more practice time on skills is important for skill acquisition and self-improvement.

Mix it up during the lesson

Suggestions for modifications to lesson activities are provided throughout the grade spans. However, if you find that an activity is not working, check-in with students and ask them how they would change it to make it challenging.

Lesson Features

- **Motor Skill Cues:** Motor skill cues are provided to help teachers reinforce the basic elements of motor skill development to their students.
Modifications: Modifications are suggested methods to differentiate lesson activities. They may make an activity challenging. At this stage, modifications can involve making the activity area smaller or larger, increasing or decreasing distance between partners, or allowing for multiple bounces before hitting the tennis ball.
- **Learning Objective:** A clear, specific statement that describes what learners are expected to know, understand, or be able to do by the end of a lesson. It guides both teaching and assessment by focusing on the desired outcomes of the learning experience.

KEY	
Player	
Ball	
Racquet	
Hula Hoop	
Cone	
Poly-Spot	

Lesson Overview *(continued)*

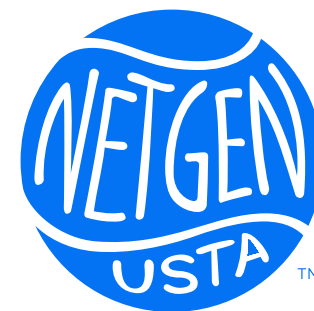


- **Essential Question:** A broad, thought-provoking question that drives the learning process, encouraging deep inquiry and exploration of a subject.
- **Checks for Understanding:** Checks for understanding are critical to student learning and skill acquisition. Throughout the lesson students should be asked to reflect on what they have participated in and what they have learned during the class activities. By checking for understanding teachers can assess students' knowledge and provide feedback, while students get an opportunity to embed their understanding of the game.
- **Key Vocabulary:** An opportunity for teachers to highlight use of language and key terms. By discussing key vocabulary and their meaning, students have a deeper understanding of the content and can apply the language to reflection, peer feedback, formative assessment and more.
- **Assessment:** Formative assessment in Physical Education (PE) is crucial as it provides ongoing feedback that can significantly enhance both teaching and learning. This type of assessment allows teachers to gauge students' progress, understanding, and skill development throughout a unit or course, rather than waiting until the end. Moreover, formative assessment encourages students to reflect on their own performance, set personal goals, and take an active role in their learning process.

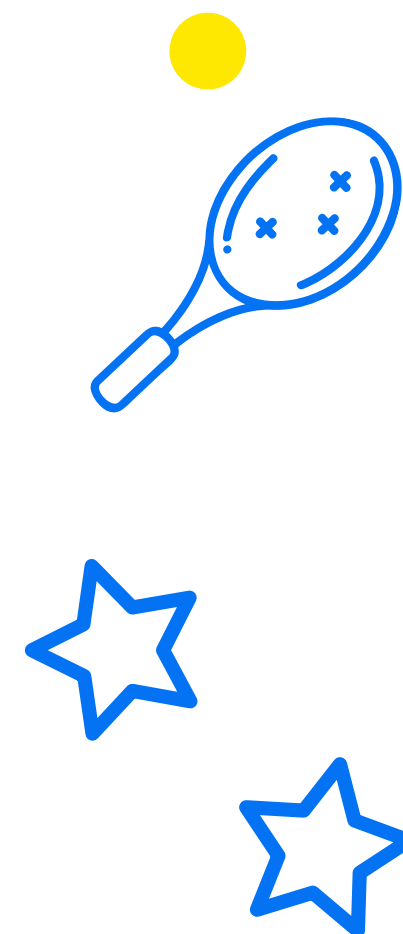
Summative assessment in Physical Education (PE) plays a pivotal role in evaluating students' overall learning at the conclusion of a unit, term, or course. By using summative assessments, educators can determine whether students have met the established learning objectives, which can inform decisions about instructional effectiveness. For students, these assessments highlight their accomplishments and areas for future improvement, helping to foster a sense of achievement and guiding their continued personal development in physical education.

Both Formative and Summative assessment resources are in the appendix of this curriculum. Exit ticket responses and summative quiz are provided as a teacher printable resource.

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SHAPE America National Physical Education Standards



The National Physical Education Standards for grades 9–12, provide a framework for designing meaningful and developmentally appropriate learning experiences for students. The NPES are designed to provide young learners with foundational opportunities to develop motor skills and physical literacy through age-appropriate activities. Skill competency at this level emphasizes meaningful individual or small group instruction with repeated exposure in supportive and progressively challenging environments. These standards aim to nurture a lifelong love for physical activity, by building confidence and competence in movement from an early age.

Standard	Learning Domain	Statement	Rationale
1	Psychomotor	Develops a variety of motor skills.	Through learning experiences in physical education, the student develops motor skills across a variety of environments. Motor skills are a foundational part of child development and support the movements of everyday life. The development of motor skills contributes to an individual's physical literacy journey.
2	Cognitive	Applies knowledge related to movement and fitness concepts.	Through learning experiences in physical education, the student uses their knowledge of movement concepts, tactics, and strategies across a variety of environments. This knowledge helps the student become a more versatile and efficient mover. Additionally, the student applies knowledge of health-related and skill-related fitness to enhance their overall well-being. The application of knowledge related to various forms of movement contributes to an individual's physical literacy journey.
3	Social	Develops social skills through movement.	Through learning experiences in physical education, students develop the social skills necessary to exhibit empathy and respect for others and foster and maintain relationships. In addition, students develop skills for communication, leadership, cultural awareness, and conflict resolution in a variety of physical activity settings.
4	Affective	Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.	Through learning experiences in physical education, the student develops an understanding of how movement is personally beneficial and subsequently chooses to participate in physical activities that are personally meaningful (e.g., activities that offer social interaction, cultural connection, exploration, choice, self-expression, appropriate levels of challenge, and added health benefits). The student develops personal skills including goal setting, identifying strengths, and reflection to enhance their physical literacy journey.

NPES Grade Span Learning Indicators

USTA Curriculum: Grades 9–12



Lesson #	NPES Grade Span Learning Indicators for USTA Curriculum, Grades 9–12
1	<p>1.12.1 Demonstrates activity-specific movement skills in a variety of lifetime sports and activities.</p> <p>2.12.13 Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery).</p> <p>3.12.6 Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).</p>
2	<p>1.12.1 Demonstrates activity-specific movement skills in a variety of lifetime sports and activities.</p> <p>2.12.13 Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery).</p> <p>3.12.2 Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.</p>
3	<p>1.12.1 Demonstrates activity-specific movement skills in a variety of lifetime sports and activities.</p> <p>2.12.13 Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery).</p> <p>3.12.6 Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).</p>
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(continued)

Lesson #	NPES Grade Span Learning Indicators for USTA Curriculum, Grades 9–12
5	<p>1.12.1 Demonstrates activity-specific movement skills in a variety of lifetime sports and activities.</p> <p>2.12.13 Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery).</p> <p>3.12.2 Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.</p>
6	<p>1.12.1 Demonstrates activity-specific movement skills in a variety of lifetime sports and activities.</p> <p>2.12.1 Demonstrates knowledge of tactics and strategies within lifetime sports & activities.</p> <p>3.12.7 Thinks critically and solves problems in physical activity settings, both as an individual and in groups</p>
7	<p>3.12.7 Thinks critically and solves problems in physical activity settings, both as an individual and in groups.</p> <p>3.12.8 Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings.</p> <p>4.12.5 Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.</p>
8	<p>2.12.1 Demonstrates knowledge of tactics and strategies within lifetime sports & activities.</p> <p>3.12.7 Thinks critically and solves problems in physical activity settings, both as an individual and in groups.</p> <p>3.12.4 Implements and provides feedback to improve performance without prompting from the teacher.</p>

Inclusive Physical Education



Inclusive practices in Physical Education (PE) are crucial for fostering an environment where students with various abilities can actively participate and thrive. These practices ensure that all students, regardless of their abilities, have equal opportunities to engage in physical activities, which are vital for their physical health, social development, and self-esteem. By adapting activities and providing appropriate support, inclusive PE promotes a sense of belonging and encourages positive interactions among students. This inclusive approach benefits all students by helping them develop motor skills and confidence, but also teaches about empathy, diversity, and teamwork. Ultimately, inclusive practices in PE contribute to a more accepting and supportive school culture, where every student is valued and empowered to reach their full potential.

Inclusive Lesson Adaptations

Psychomotor Skill	Equipment Adaptations	Instructional Adaptations	Environmental Adaptations
Throwing	<p>Use of Different Balls:</p> <ul style="list-style-type: none">• Foam balls• Deflated or suspended balls• Beach balls or balloons• Bean bags <p>Modified Targets:</p> <ul style="list-style-type: none">• Larger targets• Adding Noise/Sound to a target• Colorful and engaging targets• Targets with black and yellow <p>Adaptive Throwing Devices:</p> <ul style="list-style-type: none">• Throwing ramps can help students who struggle with the overhand or underhand motion.• Adaptive electronic switches.• Velcro or strap-on grips can help students with limited hand strength to hold onto the ball.	<p>Simplify Instructions:</p> <ul style="list-style-type: none">• Break down the steps of the throwing motion into simple, easy-to-follow instructions.• Show videos, visual aids or include live demonstrations to illustrate the throwing technique. <p>Verbal Cues:</p> <ul style="list-style-type: none">• Auditory signals: Use clapping or counting to signal when to throw. <p>Peer Assistance and Modeling:</p> <ul style="list-style-type: none">• Pair students with peers who can provide support and encouragement. <p>Flexible Rules:</p> <ul style="list-style-type: none">• Allow students several tries to succeed without penalty.• Modified scoring: Reward effort, improvement, and participation rather than just accuracy.	<p>Controlled Environment:</p> <ul style="list-style-type: none">• Safe, open space: Ensure the activity area is free of obstacles and hazards.• Defined boundaries: Use cones or tape to mark the play area clearly. <p>Distance Adjustments:</p> <ul style="list-style-type: none">• Reduce the distance between the throwing point and the target to accommodate skill levels.• Start with shorter distances and gradually increase as skills improve. <p>Visual Cues:</p> <ul style="list-style-type: none">• Visually indicate where students should stand and where to aim.

(continued)



Psychomotor Skill	Equipment Adaptations	Instructional Adaptations	Environmental Adaptations
Catching	<p>Use of different balls:</p> <ul style="list-style-type: none">• Larger or smaller balls dependent on student ability• Use balls with different textures (e.g., soft, firm, grip-enhancing surfaces)• Use lighter or heavier balls• Use of brightly colored balls can improve visual tracking <p>Catch Supports</p> <ul style="list-style-type: none">• Velcro patches or catching gloves• Modified catching devices <p>Sensory Adaptations</p> <ul style="list-style-type: none">• Use balls with bells or other noise-making devices for students with visual impairments.• Incorporate tactile markings or gloves with different textures to aid students with sensory processing difficulties.	<p>Simplify instructions:</p> <ul style="list-style-type: none">• Break down the steps of the catching motion into simple, easy-to-follow instructions. <p>Verbal Cues:</p> <ul style="list-style-type: none">• Use concise verbal cues to guide the student through the catching process. <p>Flexible Rules:</p> <ul style="list-style-type: none">• Allow trapping the ball against the body or using a catching device for students with limited hand function.• Give students more time to react and catch the ball by incorporating pauses or reducing the speed of play.• Use of legs or other objects to stop a grounder <p>Peer Assistance and Modeling:</p> <ul style="list-style-type: none">• Pair the student with a peer who can provide support and encouragement.	<p>Distance Adjustments</p> <ul style="list-style-type: none">• Adjust the distance between the thrower and catcher to match the student's ability.• Vary the speed at which the ball is thrown to accommodate different reaction times. <p>Visual Cues:</p> <ul style="list-style-type: none">• Use visual markers or targets to help students focus on where to catch the ball.

(continued)



Psychomotor Skill	Equipment Adaptations	Instructional Adaptations	Environmental Adaptations
Spatial Awareness	<p>Visual Markers:</p> <ul style="list-style-type: none">Place cones, tape, or markers on the floor to define boundaries and pathways. <p>Varied Equipment:</p> <ul style="list-style-type: none">Use larger or differently shaped equipment that is easier to see and manipulate. <p>Wearable Devices:</p> <ul style="list-style-type: none">Provide feedback through vibrations or sounds to help students understand spatial boundaries.	<p>Simplify Instructions:</p> <ul style="list-style-type: none">Provide step-by-step instructions and break down complex movements into easy-to-follow instructions. <p>Demonstrations:</p> <ul style="list-style-type: none">Use visual demonstrations of activities or movements. <p>Visual Cues:</p> <ul style="list-style-type: none">Use posters, diagrams, or digital screens to display visual cues and instructions. <p>Repetition and Practice:</p> <ul style="list-style-type: none">Allow extra time for practice and repetition to help students build familiarity with spatial concepts.	<p>Modify Space:</p> <ul style="list-style-type: none">Adapt traditional games and activities by reducing the size of the play area to limit movement or use a slower-paced game. <p>Strategic Positioning:</p> <ul style="list-style-type: none">Position yourself and other support staff around the activity area to provide physical and verbal guidance as needed. <p>Visual Aids:</p> <ul style="list-style-type: none">Use different colors to mark different areas to help students understand their position relative to the environment.Use poly spots or markers for exact positioning and placement of the environment.

(continued)



Psychomotor Skill	Equipment Adaptations	Instructional Adaptations	Environmental Adaptations
Locomotor Movement	<p>Visual Aids:</p> <ul style="list-style-type: none">• Use brightly colored cones or markers to indicate the running path.• Use visual signs or signals to guide students on when to run or stop.	<p>Inclusive Language:</p> <ul style="list-style-type: none">• Use language that encourages all students to participate. <p>Simplify instructions:</p> <ul style="list-style-type: none">• Break down the steps of the motion into simple, easy-to-follow instructions. <p>Flexible Rules:</p> <ul style="list-style-type: none">• Allow students to move at their own pace, whether walking, jogging, wheelchair rolling.• Adjust rules to match the skill level of the participants.• Gradually increase the difficulty level as students improve their skills.• Provide additional practice time for students who need it.• Allow students to take a break to reduce fatigue and overstimulation.	<p>Distance Adjustments:</p> <ul style="list-style-type: none">• Reduce the distance students need to run.

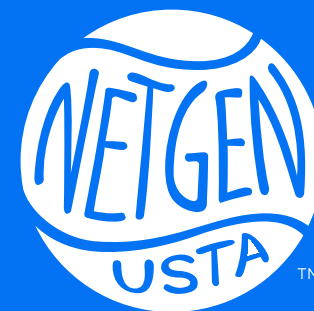
(continued)



Psychomotor Skill	Equipment Adaptations	Instructional Adaptations	Environmental Adaptations
Striking	<p>Adaptive Hitting Devices:</p> <ul style="list-style-type: none">• Ramps to roll the ball into the field if they can not hit• Adaptive electronic switches that swings a bat• Grip support on bat to help hold• Use of paddles, hands, noodles, or other objects to strike object <p>Use of Different Balls:</p> <ul style="list-style-type: none">• Larger object/target to hit• Lighter balls• Beach balls or balloons <p>Sensory Adaptations</p> <ul style="list-style-type: none">• Use balls with bells or other noise-making devices for students with visual impairments.• Incorporate tactile markings or gloves with different textures to aid students with sensory processing difficulties when holding the bat.	<p>Simplify Instructions:</p> <ul style="list-style-type: none">• Break down the steps of the hitting motion into simple, easy-to-follow instructions.• Show videos, visual aids or include live demonstrations to illustrate the hitting technique. <p>Verbal Cues:</p> <ul style="list-style-type: none">• Auditory signals: Use clapping or counting to signal when to hit. <p>Peer Assistance and Modeling:</p> <ul style="list-style-type: none">• Pair students with peers who can provide support and encouragement. <p>Flexible Rules:</p> <ul style="list-style-type: none">• Allow students several tries to succeed without penalty.• Modified scoring: Reward effort, improvement, and participation rather than just successful hits.	<p>Controlled Environment:</p> <ul style="list-style-type: none">• Safe, open space: Ensure the activity area is free of obstacles and hazards.• Defined boundaries: Use cones or tape to mark the play area clearly.• Larger poly spots, markers, boundary areas to ensure student is staying in safe area while others are swinging bat <p>Visual Cues:</p> <ul style="list-style-type: none">• Visually indicate where students should be placed when ready to hit the object.

Lesson 1

Introduction to Fundamentals



Lesson 1	Lesson Name: Introduction to Fundamentals	Grade Span: 9th-12th	Lesson Length: 45–60 minutes
NPES Grade Span Learning Indicators 1.12.1 Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. 2.12.13 Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). 3.12.6 Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).	Learning Objective(s): Students will safely demonstrate and identify cues for performing the underhand serve and forehand groundstroke, and explain the impact of force on skill performance. Motor Skill Cues: Underhand Serve <ul style="list-style-type: none">• Keep the ball at waist level and allow it to drop onto the racquet face.• Leave the racquet face open.• Swing through the ball. Motor Skill Cues: Forehand Groundstroke <ul style="list-style-type: none">• Grip racquet• Set up sideways with the opposite shoulder facing front to the target.• Swing moves low to high (start low and follow through high).• Recover to ready position		Equipment Needed: <ul style="list-style-type: none">• One racquet per student• One tennis ball per student• Enough mini cones for half the class
	Essential Question: What are the cues for performing the underhand serve and forehand groundstroke?	Safety Considerations: Be sure students are adequately spaced apart when using their racquets and waiting for turns. Regularly remind students to be aware of their space when moving and swinging racquets. Loose tennis balls should be held in student hands or in a pocket. To avoid injuries, if a tennis ball rolls onto a court, students should shout “ball on court” to make other players aware.	
		Key Vocabulary: Grip Service Line Server Receiver Rotate Torso Ready Positive Racket Spin Racquet Face Baseline Underhand Serve Forehand Groundstroke Rally	



Instant Activity: Racquet Spin

Organization: Students find a partner and have one racquet each. Partners find an open space.

Description: The goal of the activity is for students to practice match protocols.

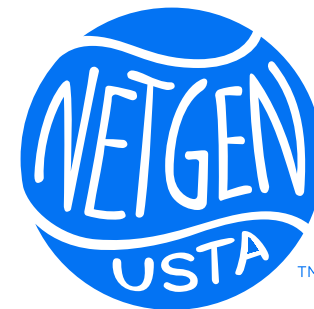
- As students enter the activity area, teacher gives instructions:
 - ▶ When players begin a match, they have to decide who serves first. So they spin the racquet. As a fun warm-up we are going to practice spinning our racquets, choosing up or down, and the loser will do 5 jumping jacks.
 - ▶ Racquet Spin -one of the players chooses whether the opponent’s racquet’s bottom logo faces upwards or downwards after the spin. After the decision, the other player puts his/her racquet towards the court so that the head of the racquet is facing downwards and then spins it like a top.
 - ▶ Normally, if a player makes the correct call, they get to serve first, or pick the side they want to start on.
 - ▶ Today, the loser of the spin will do their choice of 15 jumping jacks, or 5 burpees, or 15 mountain climbers, etc.
 - ▶ Players take turns spinning racquets.

Fun Fact:

Clay, hard, grass, carpet, and wood are the five types of court surfaces used in professional tennis.

KEY	
Player	
Ball	
Racquet	
Hula Hoop	
Cone	
Poly-Spot	

Lesson 1: Introduction to Fundamentals *(continued)*

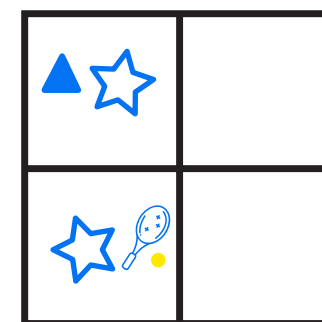


► Activity #1: Hit the Cone (underhand serve)

Organization: Students gather at the sideline for instruction. Once instruction is completed, students move to a court for activity. One ball, one racquet and one mini cone per pair of students. Mini cone is set on the service line. The student without the racquet (receiver) is between the service line and baseline. The student with the racquet and the ball (server) is on the opposite side of the net, standing on the service line. See diagram for Hit the Cone activity.

Description: The purpose of this activity is to introduce the underhand serve to students.

- First, the teacher explains and demonstrates skill and activity using keywords and cues for the underhand serve:
 - Components of the underhand serve:
 - Keep the ball at waist level and allow it to drop onto the racquet face.
 - Leave the racquet face open.
 - Swing through the ball.
 - The first player begins with an underhand serve over the net, attempting to hit the mini cone.
 - The second player catches the ball after it bounces and tosses the ball back to the server.
 - Change roles after 5 attempts.



Hit the Cone

Variations:

- Use targets for the server and the returner.
- Use larger target.
- Use a large ball and/or a foam ball.
- Increase/decrease the distance between the students.

Check for Understanding:

- Explain and demonstrate to your partner the cues used to hit an underhand serve.
- Why is it important to have special attention to safety while playing tennis?

Lesson 1: Introduction to Fundamentals *(continued)*



► Activity #2: Ice Cream Cones with Partner (forehand)

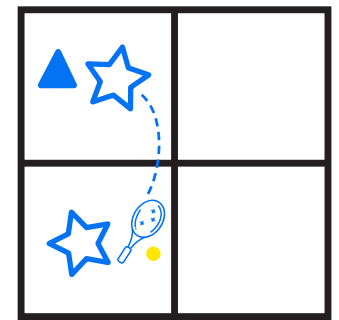
Organization: Students gather at the sideline for instruction. Once instruction is completed, students are to find open space over the net and stand approximately 10 feet away from each other. Students are in pairs with one racquet, one tennis ball and one cone. One student is to be the hitter (with racquet) and their partner is to be the catcher (with the ball and cone). See diagram for Ice Cream Cones activity.

Description: The purpose of this activity is to use proper technique while performing the forehand groundstroke.

- First, the teacher explains and demonstrates the skill and activity using keywords and cues.
 - Components of the forehand:
 - Grip racquet, set up sideways with the opposite shoulder facing front to the target.
 - Swing moves low to high (start low and follow through high).
 - Recover to ready position.
 - Teacher instructs the student to do the following:
 - The catcher serves (underhand toss) the ball to the hitter's forehand side ensuring the ball lands approximately a foot in front of their partner (use a spot marker if required to assist with this).
 - The hitter lets the ball bounce once and returns the ball with the forehand over the net, back to the catcher who catches the ball in the cone or bucket after one bounce.
 - Teams will toss, bounce, hit and catch, then swap roles (catcher becomes the hitter and the hitter the catcher) on the teachers' cue.
 - After the demonstration, the teacher has students begin activity after they find a partner and spread out on the courts, across the net from their partner.

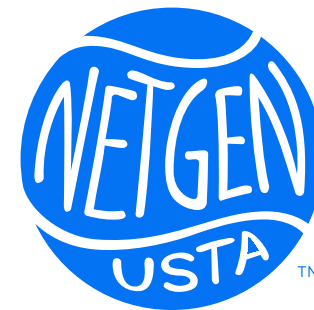
Variations:

- One point for every time the ball is hit and caught over the net successfully.
- Remove the racquet and perform the sequence of toss, bounce, and catch.
- Students use a line to toss and hit over.
- Students can both use racquets to hit forehand to forehand over the net.
- Utilize more than one bounce.
- Use different types of balls, i.e. low bounce, larger/smaller.



Ice Cream Cones with Partner

Lesson 1: Introduction to Fundamentals *(continued)*



► Activity #3: Forehand Rally Over the Net

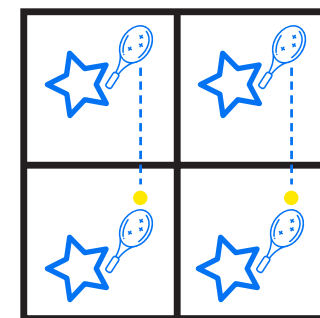
Organization: Students gather at the sideline for instruction. Once instruction is completed, students are to find open space over the net and stand between the service line and baseline. Students are in pairs with one racquet, one tennis ball each. See diagram for Forehand Rally activity.

Description: The purpose of this activity is for students to hit forehand groundstrokes over the net with increased power and control.

- Teacher will explain and demonstrate the activity using cues and keywords.
 - One player starts the rally by hitting an underhand serve to partner on the other side at the net.
 - The player on the other side of the net hits a forehand groundstroke back.
 - Players continue to rally the tennis ball back and forth.
 - Once an error is made, the rally starts again.
 - Teacher stresses control of the tennis ball so that the partner can easily hit it back.

Variations:

- Increase/decrease the distance between the students.



Forehand Rally Over the Net

Wrap-Up

Closure Discussion: Teacher chooses discussion question(s).

- When waiting with others for a turn, what distance away from the hitter do you need to be?
- How successful were you at hitting the target (or keeping the ball inside the boundary)?
- How did you adjust your shot to get the ball closer to the target or boundary?

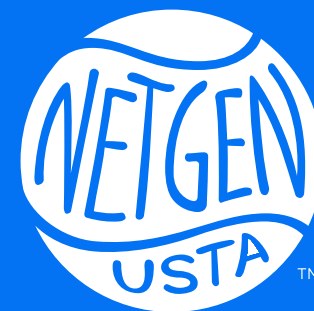
Exit Ticket*:

- List the cues for underhand serve and forehand stroke.
- Explain how force and follow through affect the direction of the ball.

*Access the exit ticket printables in the appendix.

Lesson 2

Introduction to Backhand Fundamentals



Lesson 2	Lesson Name: Introduction to Backhand Fundamentals	Grade Span: 9th-12th	Lesson Length: 45–60 minutes
<p>NPES Grade Span Learning Indicators</p> <p>1.12.1 Demonstrates activity-specific movement skills in a variety of lifetime sports and activities.</p> <p>2.12.13 Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery).</p> <p>3.12.2 Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.</p>	<p>Learning Objective(s):</p> <p>Students will demonstrate and compare cues for performing forehand and backhand groundstroke.</p> <p>Motor Skill Cues: Backhand Groundstroke</p> <ul style="list-style-type: none">• Dominant hand on racquet with the hammer grip. Non-dominant hand just above the dominant hand with shakehand grip.• Turn sideways to the target with the dominant side facing the target.• Contact the ball even with the front foot for the two-handed backhand.• Move the racquet low to high with the strings pointed toward the target area.• Finish toward target (follow through).• Recover to ready position.	<p>Equipment Needed:</p> <ul style="list-style-type: none">• One racquet per student• One tennis ball per student• Enough mini cones for half the class <p>Key Vocabulary:</p> <p>Net</p> <p>Baseline</p> <p>Backhand</p> <p>In Bounds</p> <p>Doubles Alley</p> <p>Service Line</p> <p>Forehand</p>	
<p>Essential Question:</p> <p>What are the cues for a backhand stroke? How do they differ from forehand? What techniques work best when performing these cues effectively?</p>	<p>Safety Considerations:</p> <p>Be sure students are adequately spaced apart when using their racquets and waiting for turns. Regularly remind students to be aware of their space when moving and swinging racquets. Loose tennis balls should be held in student hands or in a pocket. To avoid injuries, if a tennis ball rolls onto a court, students should shout “ball on court” to make other players aware.</p>		



Instant Activity: Court Sense

Organization: Students all begin on either side of the net on the service line or 3-4 ft. from the net.

Description: The goal of the activity is to get students moving, while learning the various aspects of the tennis court.

- First, with students gathered around, the teacher introduces the various lines and aspects of the court. Service line, baseline, alley, net, out of bounds, in bounds.
- Students move to either side of the net, standing on the service line or 3-4 ft. from the net. Make sure students are spaced so that they can respond and move.
- Teacher calls out a specific locomotor skill (run, walk, skip, slide, gallop) and area on the court. Students move to that location and do 5 Jumping Jacks. Teacher continues to call out various locomotor skills and locations.

Fun Fact:

**In the beginning, tennis courts were hourglass-shaped.
Rectangular courts have been in existence since 1875.**

Lesson 2: Introduction to Backhand Fundamentals *(continued)*



► Activity #1: Backhand Skill Instruction

Organization: Students gather at the sideline for instruction. After instruction, students shadow backhand stroke movement.

Description: Teacher explains and demonstrates skill and activity using keywords and cues.

- First, the teacher and class review the forehand groundstroke cues. Students practice stroke mirroring the teacher.
- Then the teacher explains and demonstrates the backhand groundstroke using keywords and cues.
 - Components of a two-handed backhand:
 - Dominant hand on racquet with the hammer grip. Non-dominant hand just above the dominant hand with shakehand grip.
 - Turn sideways to the target with the dominant side facing the target.
 - Contact the ball even with the front foot for the two-handed backhand.
 - Move the racquet low to high with the strings pointed toward the target area.
 - Finish toward target (follow through), recover to ready position.
- Then, the teacher performs backhand stroke motion (without a tennis ball), and students shadow the movement. Teacher repeats motion multiple times, reinforcing cues.

Check for Understanding:

- What techniques would you use to hit a successful forehand and/or backhand to your partner?
- Do you notice any similarities or differences in the form?

Lesson 2: Introduction to Backhand Fundamentals *(continued)*



► Activity #2: Ice Cream Cones with Partner (Backhand)

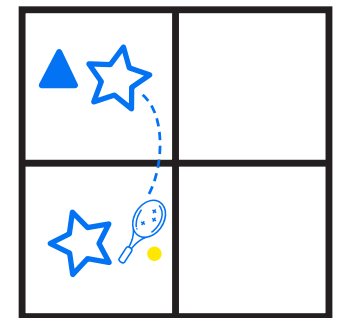
Organization: Students gather at the sideline for instruction. Once instruction is completed, students move to open space over the net and stand approximately 10 feet away from each other. Students are in pairs with one racquet, one tennis ball and one cone. One student is to be the hitter (with racquet) and their partner is to be the catcher (with the ball and cone). See diagram for Ice Cream Cones activity.

Description: The purpose of this activity is to practice proper technique while performing the backhand groundstroke.

- Teacher instructs the student to do the following:
 - Students find a partner and make sure to have one racquet, one tennis ball and mini cone.
 - The catcher serves (underhand toss) the ball to the hitter's backhand side ensuring the ball lands approximately a foot in front of their partner (use a spot marker if required to assist with this).
 - The hitter lets the ball bounce once and returns the ball with the backhand over the net, back to the catcher who catches the ball in the cone or bucket after one bounce.
 - Teams attempt to toss, bounce, hit and catch, then swap roles (catcher becomes the hitter and the hitter the catcher) on the teacher's cue.

Variations:

- Add a spot marker as a target.
- Change partners.
- Increase/decrease the distance between the students.
- Students can do the same activity, but over a line.
- One point for every time the ball is hit and caught over the net successfully.
- Remove the racquet and perform the sequence of toss, bounce, and catch.



Ice Cream Cones

Lesson 2: Introduction to Backhand Fundamentals *(continued)*

► Activity #3: Hit and Catch

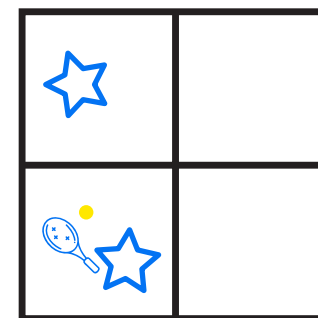
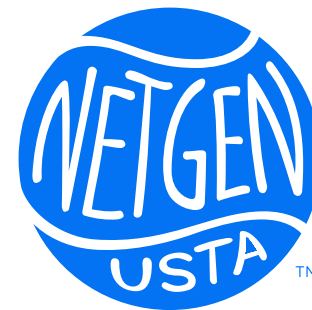
Organization: Students gather at the sideline for instruction. Once instruction is completed, students will spread out facing a partner across the net. One racquet and one ball per pair. See diagram for Hit and Catch activity.

Description: The purpose of this activity is to give students an opportunity to practice the backhand and forehand stroke technique.

- Teacher explains and demonstrates the activity:
 - Students form pairs with one racquet and one tennis ball per pair (extra racquet can be placed at the net).
 - One student tosses the ball underhand so it lands one foot in front of their partner on the backhand side.
 - The student with the racquet hits a backhand back to their partner who catches it off the bounce.
 - Change roles on the teachers' cue.
 - After several turns, the tosser now focuses on the forehand stroke.
- After the demonstration, the teacher has students begin activity after they find a partner and spread out across the net from the partner.

Variations:

- One point for every time the ball is hit and caught over the net successfully.
- Remove the racquet and perform the sequence of toss, bounce and catch.
- Students can both use racquets to hit backhand to backhand over the net.



Hit and Catch



Wrap-Up:

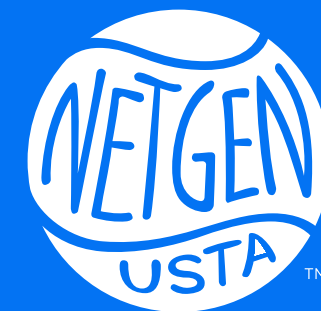
Closure Discussion:

- How do you adjust your body and racquet when moving from forehand to backhand?
- Did using the low to high technique make a difference for you and your shots?

Exit Ticket*:

- List and describe the cues of a backhand stroke.
- What differences do you notice between the forehand and the backhand?
- What cues are you best at when performing a forehand or a backhand? Why do you think that is?

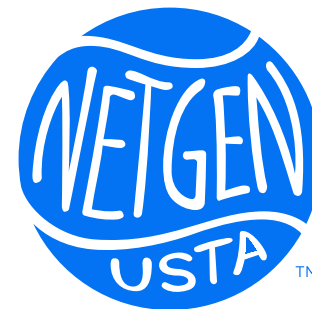
*Access the exit ticket printables in the appendix.



Lesson 3

Volleying Fundamentals and Using Control

Lesson 3	Lesson Name: Volleying Fundamentals and Using Control	Grade Span: 9th-12th	Lesson Length: 45–60 minutes
NPES Grade Span Learning Indicators 1.12.1 Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. 2.12.13 Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). 3.12.6 Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection).		Learning Objective(s): Students will demonstrate volleying technique and justify the importance of hitting to an intended target. Motor Skill Cues: Volley <ul style="list-style-type: none">• Hammer grip.• Racquet at shoulder level and to the side.• Step towards the tennis ball.• Block with no swing.• Drop-hit.• Rotate torso.• Racquet back.• Drop tennis ball in front of body on forehand side. Swing racquet head through.	
Equipment Needed: <ul style="list-style-type: none">• One racquet per student• One tennis ball per student Key Vocabulary: Rally Volley Groundstroke Cooperation Drop-Hit		Essential Question: What are the cues for a successful volleying technique? How do you know it was successful?	
Safety Considerations: Be sure students are adequately spaced apart when using their racquets and waiting for turns. Regularly remind students to be aware of their space when moving and swinging racquets. Loose tennis balls should be held in student hands or in a pocket. To avoid injuries, if a tennis ball rolls onto a court, students should shout “ball on court” to make other players aware.			



Instant Activity: Lobster Trap

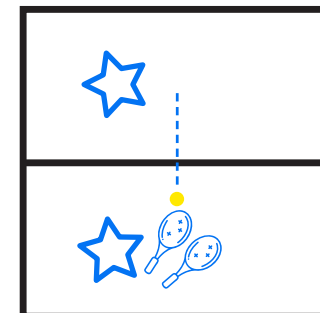
Organization: Students gather at the sideline for instruction. Once instruction is completed, students form pairs and move to open space standing eight to ten feet apart. One partner will have two racquets and the other will have one ball. A mini cone is 2-3' to the side of the partner with racquets. See diagram for Lobster Trap activity.

Description: The goal of this activity is for students to begin to engage hand-eye coordination with an implement, as well as getting used to rotating torsos.

- The teacher explains and demonstrates the activity as follows:
 - ▶ One player will be the tosser, one player will be the lobster.
 - ▶ The player with the ball (toss) makes an underhand toss.
 - ▶ The player with the two racquets (lobster) catches the ball after the bounce by trapping the ball between both racquets.
 - ▶ After trapping the ball, the player rotates their torso, drops the ball from the racquets and attempts to drop it back to their partner.
 - ▶ The player should alternate hitting the ball with each racquet.
 - ▶ Encourage the player to trap the ball in front of their body and then rotate the torso, drop the ball.
 - ▶ After five attempts, change roles.
- After the demonstration, the teacher has students begin activity after they find a partner and spread out on the courts, approximately 8-10 feet away from the partner.

Variations:

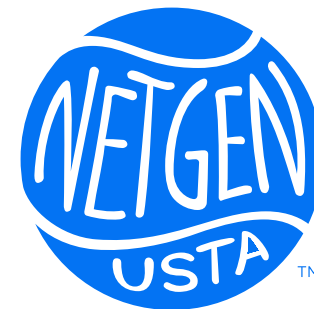
- Instead of hitting the ball over the net, the player can roll the tennis ball back to the tosser.
- Ball can be tossed on different sides and from different distances.



Lobster Trap

Fun Fact:

The youngest player to ever win a Grand Slam tennis tournament was Martina Hingis at 16.



► Activity #1: Volley Progression

Organization: Students gather at the sideline for instruction. Once instruction is completed, students get partnered and face each other, about four feet from the net. One racquet and one tennis ball per pair.

Description: The purpose of this activity is to introduce students to volley techniques.

- First, the teacher explains that a volley is a shot that is blocked out of the air before the ball bounces. Teacher makes the comparison to volleyball, badminton, etc.
- Teacher then demonstrates proper volley technique:
 - Create a Hammer Grip.
 - Racquet at shoulder level and to the side.
 - Step towards the tennis ball.
 - Block with no swing.
- Teacher instructs students through the following progressions:
 - 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.
 - Complete this sequence until the teacher has one partner retrieves a racquet.
 - One partner stands four steps back from the net (tossers) and their partner (volleyer) stands two steps from the net.
 - The tosser steps forward and tosses the ball underhand to the volleyer.
 - The volleyer blocks the ball with their racquet at shoulder height, at the side and in front of their body.
 - On the teachers' cue, both sides swap roles, with the tosser becoming the volleyer, and the volleyer becomes the tosser.

Variations:

- Move students closer to each other.
- Tosser stands on the baseline and hits the ball to the volleyer.
- Racquets are not used and the volleyer catches the ball and underhand tosses the ball back.
- The volleyer starts between the baseline and net and moves towards the net when the tosser commences the point.
- Partner tosses the tennis ball alternating to the forehand or backhand.

Check for Understanding:

- Are students able to successfully volley to a partner?
- Question to students: What increases chances for success when hitting a volley?

Lesson 3: Volleying Fundamentals and Using Control *(continued)*



► Activity #2: Volley to Volley (Cooperative)

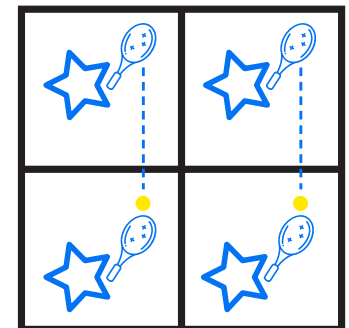
Organization: Students gather at the sideline for instruction. Once instruction is completed, students get partnered and face each other, about four feet from the net. Two racquets and two tennis balls per pair. See diagram for Volley to Volley activity.

Description: The goal of this activity is to build volley skills and work cooperatively with partners.

- First, the teacher will explain and demonstrate skill and activity to the class using cues and keywords. Stress the cooperative aspect of volley to volley so that both students can be successful.
- Teacher instructs students to do the following:
 - Players are standing across the net, about 3 feet from the net.
 - One student starts the ball, and with control, hits it to his partner who will then hit a volley back. Players volley back and forth until someone misses.
 - Once the ball is retrieved, one student starts the ball again, and the pattern continues with volley to volley.
- Once instructions are given, students can begin activity.

Variations:

- Allow players having success to stop trapping and try to keep a continuous rally going.
- Student tosses the ball to the player without use of the net.
- Skilled players cooperatively do volley making a figure 8.
- Switch directions after a few minutes.



Volley to Volley

Lesson 3: Volleying Fundamentals and Using Control *(continued)*



► Activity #3: Groundstroke and Volley (Cooperative)

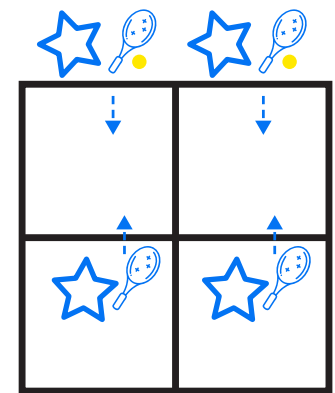
Organization: Students gather at the sideline for instruction. Once instruction is completed, students get partnered and move to a court. One student starts on the baseline and the other student starts across from them at the net. Each student has a racquet and a ball. See diagram for Groundstroke and Volley activity.

Description: The goal of this activity is to build volley skills and work cooperatively with partners.

- Teacher will explain and demonstrate the activity using cues and keywords.
 - The baseline player drop-hits a forehand groundstroke to a partner on the other side at the net.
 - The player at the net volleys the ball back to the partner between the baseline and net.
 - The baseline player traps the ball on the strings with their hand and repeats the ground stroke, volley, and trap sequence.
 - Change positions after five hits each.
 - Players should be sideways when trapping the ball. Be sure to address swinging on volleys if it is seen; no swings on volleys!

Variations:

- Increase/decrease the distance between the students.
- Baseline line player can feed a tennis ball and continue the point out, hitting the ball cooperatively to the net player.
- Students doing ground strokes can stand at the service line.



Groundstroke and Volley



Wrap-Up:

Closure Discussion: Teacher chooses discussion question(s).

- When volleying, did you experience an advantage in the game? Why or why not?
- What makes a volley effective and safe?
- What advantage do you have when aiming your volleys at a particular target?
- How were you able to engage in these movements safely?

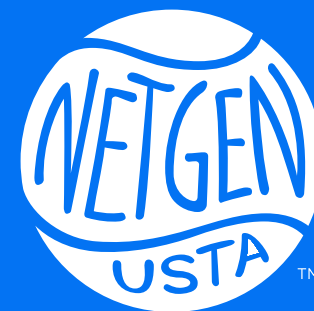
Exit Ticket*:

- List and describe the cues for volleying. Justify the techniques you believe are useful when aiming for an intended target.

*Access the exit ticket printables in the appendix.

Lesson 4

Introduction to Overhand Serve



Lesson 4	Lesson Name: Introduction to Overhand Serve	Grade Span: 9th-12th	Lesson Length: 45–60 minutes
NPES Grade Span Learning Indicators 1.12.1 Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. 2.12.13 Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). 3.12.4 Implements and provides feedback to improve performance without prompting from the teacher.	Learning Objective(s): Students will demonstrate overhand serving motion and give appropriate feedback cues to their partner. Motor Skill Cues: Overhand Serve <ul style="list-style-type: none"> • Stand with side to net. • Tennis ball in non-dominant hand. • Racquet starts on the dominant shoulder. • Toss and contact ball at the highest point. • Follow through across the body. 		Equipment Needed: <ul style="list-style-type: none"> • One racquet per student • One tennis ball per student
	Essential Question: After analyzing the overhand serve, what techniques are used to create the most success?	Safety Considerations: Be sure students are adequately spaced apart when using their racquets and waiting for turns. Regularly remind students to be aware of their space when moving and swinging racquets. Loose tennis balls should be held in student hands or in a pocket. To avoid injuries, if a tennis ball rolls onto a court, students should shout “ball on court” to make other players aware.	Key Vocabulary: Overhand Serve Arc Service Line Return Server Toss Service Box Baseline Receiver



Instant Activity: Tennis Ball Rain

Organization: 4-5 students per tennis court. Each student has a racquet and 2 tennis balls. Students start at one end of the court, between the baseline and back fence. One at a time, students move up between the baseline and service line and take their turn.

Description: The purpose of this activity is to visually track high tennis balls and hit them over the net.

- Teacher explains and demonstrates activity:
 - One at a time, students step up between the baseline and service line.
 - Player 1 will hold 2 tennis balls in front of them, on the racquet face.
 - With one movement, the Player 1 will toss the two tennis balls into the air with their racquet.
 - As the tennis balls rain down, Player 1 attempts to hit each tennis ball over the net after it bounces.
 - As Player 1 is retrieving their tennis balls, Player 2 takes turn and so on.
 - Teacher reminds students to visually track tennis balls.
- Teacher dismisses students to the courts and starts activity.

Variations:

- If needed, tennis balls can bounce 2x before being hit over the net.
- Students can use 3-4 tennis balls.
- Targets can be placed on the court to assist students to control their shots.

Fun Fact:

Arthur Ashe was the first African American male to win the US Open.

Lesson 4: Introduction to Overhand Serve *(continued)*

► Activity #1: Overhand Serve Instruction

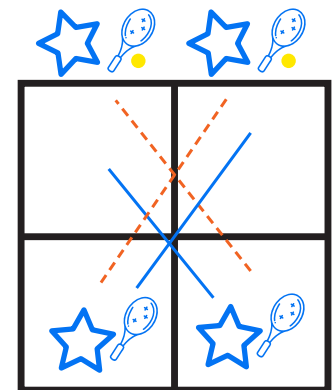
Organization: Students gather behind baseline for skill instruction. Once instruction is completed, students find a partner and stand across the net between the service line and the baseline. Each student has a racquet and one ball per pair.

Description: The purpose of this activity is for students to learn the cues of the overhand serve technique.

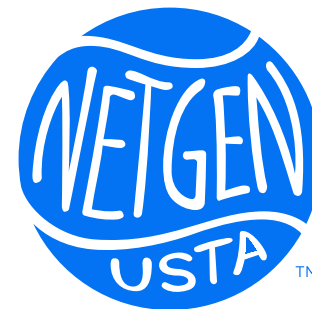
- Teacher explains and demonstrates the cues of the overhand serve.
 - Components of an overhand serve:
 - Stand side to net, behind the baseline.
 - Tennis ball in non-dominant hand.
 - Racquet starts on the dominant shoulder.
 - Toss and contact ball at the highest point.
 - Follow through across the body.
 - A serve is considered good if it lands over the net in the diagonal service box.
 - In a proper game of tennis, the server must stand behind the baseline until they hit the ball. Receiver stands between the baseline and serviceline until the ball bounces.
- Students find open space and shadow the components of the overhand serve as the teacher performs skill.

Check for Understanding:

- After practicing the cues of the overhand serve, what cue do you predict could be the most difficult?
- When overhand serving, what is the benefit of a higher ball toss?
- What path should your racquet head make on the follow through of the overhead serve?



Serve, Return, Feedback



► Activity #2: Overhand Serve Progression

Organization: Students gather at the sideline for instruction. Once instruction is completed, students find a partner and stand diagonally across the net. Each student has a racquet and one ball.

Description: The purpose of this activity is for students to increase level performance as they become more confident with the serve technique.

- Teacher reminds students to stand diagonally across the net from their partner and to stand just behind the service line.
- Teacher provides the following instructions:
 - Let students know that they will be starting close to the net and then will move back as they become successful.
 - The first part of the serve progression is for the students to stand across from each other at the baseline and throw the ball overhand, with an arc to their partner, who throws it back using the same motion.
 - Next, students on both sides of the net should practice tossing the ball up and freezing the racquet at the highest point. (Remind students of the starting position, with their side to the net and their racquet on their shoulder.)
 - Students then take turns tossing and swinging to hit overhand serves to the opposite service box.
 - Their partner traps the ball after one bounce and repeats the same activity.
 - After a number of attempts, the teacher will now have students add the follow through across the body.
 - Both players move back a step and repeat the activity, on teacher's cue.
 - Students continue to step back with success until they reach the baseline area.
- Teacher directs students to partner up, move to a court and begin activity.

Variations:

- Students with previous tennis experience can start at the baseline, serve and rush the net.



► **Activity #3: Serve, Return, Feedback**

Organization: Students gather behind baseline for skill instruction. Once instruction is completed, students find a partner and stand diagonally across the net. Each student has a racquet and one ball. See diagram for Serve, Return, Feedback activity.

Description: The purpose of this activity is to engage in a game-like situation, where students serve and return the ball.

- Teacher provides the following instructions:
 - Partner 1 serves the ball over the net, diagonally into the service box. If the server misses their first serve, they get a second try.
 - Partner 2 attempts to return the serve back to Partner 1, crosscourt. Partner 1 traps the ball and serves again.
 - On the teacher's cue, Partner 2 becomes the server.
- After several minutes, the teacher stops the activity and has students give feedback to each other, focused on overhand serve cues.
 - Students then resume serving, implementing the feedback.

Variations:

- Students may continue to serve standing closer to the net until they experience success.
- Receiver traps the ball, then tosses it back to the server.
- Add the following sequence; Partner 1 serves, Partner 2 return, Partner 1 returns, Partner 2 bounce and trap. Partner 2 then serves and repeats the sequence.
- If there is not enough room for diagonal serving, serve the ball straight ahead.



Wrap-Up:

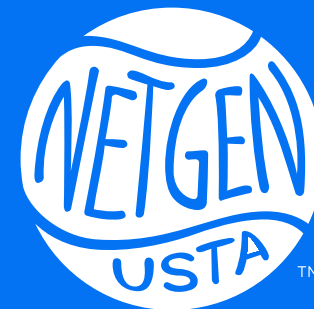
Closure Discussion:

- In analyzing your partner's serve, what was the most important cue technique they needed to adjust?
- After giving them feedback, were they able to implement it? And why?
- What is the most important component of the overhand serve?

Exit Ticket*:

- After analyzing your partner's overhand serve, what feedback did you give them?
- Why did you give them this feedback on technique?
- How were they able to apply it?

*Access the exit ticket printables in the appendix.



Lesson 5

Teamwork Makes the Dreamwork

Lesson 5	Lesson Name: Teamwork Makes the Dreamwork	Grade Span: 9th-12th	Lesson Length: 45–60 minutes
NPES Grade Span Learning Indicators 1.12.1 Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. 2.12.13 Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). 3.12.2 Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.		Learning Objective(s): Students will demonstrate and describe ways that they can show teamwork while playing doubles.	Equipment Needed: <ul style="list-style-type: none">• One racquet per student• One tennis ball per student• One clipboard, pencil and Tally Time Competition handout for each court Key Vocabulary: Rally Out Teamwork Non-Verbal Alley Mine Verbal Doubles
Essential Question: Why is it important for a doubles team to communicate and cooperate with each other as a team? What are some ways they can do that?		Safety Considerations: Be sure students are adequately spaced apart when using their racquets and waiting for turns. Regularly remind students to be aware of their space when moving and swinging racquets. Loose tennis balls should be held in student hands or in a pocket. To avoid injuries, if a tennis ball rolls onto a court, students should shout “ball on court” to make other players aware.	

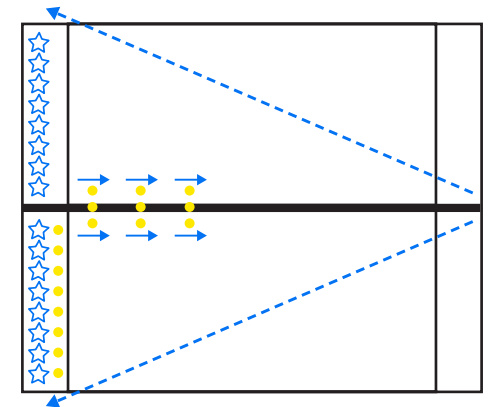


Instant Activity: Lateral Shuffle w/ Tennis Ball Toss and Catch

Organization: On the court sideline, students will form two lines behind their leader, across the net and facing the net. Depending on the number of students in the class, activity can be extended by using 2 tennis courts. See diagram for Lateral Shuffle activity.

Description: The purpose of this activity is for students to work on court movement skills, while communicating and encouraging classmates.

- As students enter the activity area, teacher gives instructions:
 - ▶ Teacher chooses two student leaders.
 - ▶ Each student leader lines up on the sideline of the court, across the net, facing each other, 3 feet away from the net.
 - ▶ The rest of the class lines up on the sideline behind a student leader. Depending on the number of students, it may be best to have 2 separate groups.
 - ▶ Teacher gives one tennis ball to all the students on one side of the court.
 - ▶ On the command “Go”, the first student in each line moves with a lateral shuffle (slide), working together with the classmate across the net, tossing and catching the tennis ball. Allow 3-5 seconds for the next pair to “Go”.
 - ▶ Once students get across the court to the other sideline, they give each other a high five, fist bump, thumbs up, or “good job” to their classmate, and quickly return to the back of their line.
- At the end of the activity, the teacher gathers students and talks about the encouragement they received from their partner—both verbal and non-verbal.



**Lateral Shuffle with
Tennis Ball Toss and Catch**

Fun Fact:

Wheelchair and non-wheelchair players can play on the same court at the same time.



► Activity #1: Doubles Rally

Organization: Students gather at the sideline for instruction. Once instruction is completed, students get a racquet and a tennis ball and find a partner and an opponent.

Description: The goal of the activity is for students to rally tennis balls working alongside and encouraging a doubles partner.

- Teacher explains and demonstrates activity assuring that communication and encouragement are an important aspect of doubles.
 - In tennis, teamwork looks like communication where you are on the court and information for your partner: "mine", "out", "switch (sides)", "good job", "good try", "you almost had it", high five, thumbs up, racquet tap, etc.
 - Teams are instructed to find a court and stand across from an opponent.
 - Students will begin rallying back and forth allowing the ball to bounce before returning the ball to their opponent. All four players are working together to keep the tennis ball in play.
 - Teacher encourages students to use verbal and non-verbal communication and encouragement.
 - When the tennis ball is missed or out, one of the students starts the rally again. Remember, if your tennis ball rolls to another court, yell "Ball on Court" for safety.
 - Students rally for a set amount of time.

Variations:

- Activity can be done over a net, or without a net.
- Allow multiple bounces.
- Students can choke up on grip to gain more control.
- Pair similarly skilled students.

Check for Understanding:

At the end of the activity, the teacher gathers the class and has a discussion about the observations around encouragement with other classmates.

- How can you positively encourage your teammate when they make winning shots?
- What did you say and what did you do? (verbal and non-verbal)



► Activity #2: Tally Time Competition

Organization: Five students per court: one student is the record keeper, others form two doubles teams. Make sure the handout, clipboard and pencil are easily accessible to the record keeper. See Appendix for Tally Time Competition handout.

Description: The purpose of this activity is for students to practice intentional verbal and non-verbal communication with their doubles partners.

- Teacher explains and demonstrates activity:
 - On each court, there will be a team consisting of two doubles teams and a recorder.
 - Doubles teams will begin rallying, but now the record keeper will tally everytime a doubles team gives verbal and non-verbal communication to their partner. Record keepers will tally communication such as:
 - racquet taps, high fives, thumbs up, etc.
 - "Good job", "Nice try", "Good point", etc.
 - "mine", "out"
 - Players rally for 5 minutes, the record keeper adds up tally marks and announces who won on their court.
 - Play the activity again, switch doubles teams and the record keeper.

Variations:

- All 5 players work as one team and get a tally mark when they compliment the other team.
- Two record keepers per court, one for each team.
- Students can put an "X" on the columns instead of tally marks.



Wrap-Up:

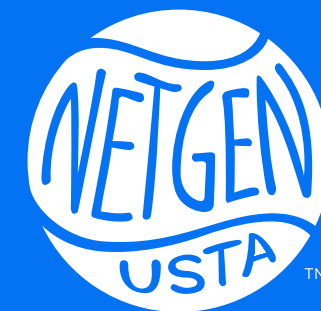
Closure Discussion:

- How can you encourage your teammate when they lost a point for your team?
- Why is it beneficial for players to cooperate when playing a game of tennis, or in activities and lead up games?
- What are ways you and your double partner communicate (both verbal and non verbal)?

Exit Ticket*:

- Why is it important to communicate with your partner and how does that affect your teamwork?
- Describe the ways you showed teamwork and respect for others today.

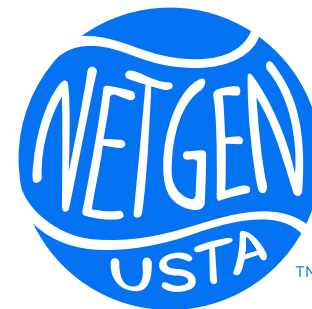
*Access the exit ticket printables in the appendix.



Lesson 6

Doubles Strategies and Tactics

Lesson 6	Lesson Name: Doubles Strategies and Tactics	Grade Span: 9th-12th	Lesson Length: 45–60 minutes
NPES Grade Span Learning Indicators 1.12.1 Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. 2.12.1 Demonstrates knowledge of tactics and strategies within lifetime sports & activities. 3.12.7 Thinks critically and solves problems in physical activity settings, both as an individual and in groups.		Learning Objective(s): Students will analyze and discuss with their partner at least one strategic choice that was made during today's doubles play.	Equipment Needed: <ul style="list-style-type: none">• One racquet per student• One tennis ball per student Key Vocabulary: Strategy Crosscourt Out Return Down the Line Volley Mine Open space
Essential Question: What strategies can you employ to improve your chance of success in doubles?	Safety Considerations: Be sure students are adequately spaced apart when using their racquets and waiting for turns. Regularly remind students to be aware of their space when moving and swinging racquets. Loose tennis balls should be held in student hands or in a pocket. To avoid injuries, if a tennis ball rolls onto a court, students should shout “ball on court” to make other players aware.		



Instant Activity: Pac-Man

Organization: Five students on each side of the net. Each student has a racquet and a tennis ball, and stands on a line (baseline, service line, service box, singles sideline, doubles sideline).

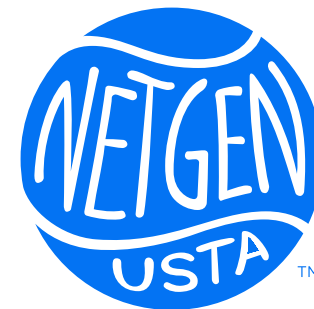
Description: The goal of this activity is to enhance student hand-eye coordination while moving on the court.

- Teacher gives the following instructions:
 - ▶ When the game begins, all players walk on their lines while dribbling their tennis ball with the racquet.
 - ▶ One person on each side of the net is designated the Pac-Man.
 - ▶ If the Pac-Man tags you, do 15 Jumping Jacks, or 15 Mountain Climbers, and go to the other side of the net and join that Pac-man game.
 - ▶ Players continue to go back and forth every time they get tagged.
 - ▶ After 2-3 minutes, switch taggers.

Fun Fact:

The average age of Ball Boys/Girls at the US Open is 16. Every year, 275 of them are selected. They get free clothes, free food, and get to be on TV!

Lesson 6: Doubles Strategies and Tactics *(continued)*

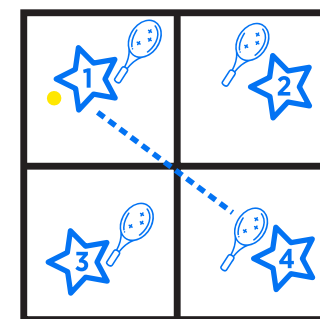


► Activity #1: Play It Out Mini (Doubles)

Organization: For instruction, the teacher gathers students along a court sideline. Once instruction is completed, students will find a doubles partner. Each student has a racquet and a tennis ball. See diagram for Play It Out Mini activity.

Description: The purpose of this activity is for students to discuss and implement doubles strategy with their partner.

- Teacher explains and demonstrates activity:
 - A few doubles strategies include: hit crosscourt; hit to the open court; “mine”; telling partner ball is going “out.”
 - Teams take turns starting the point (serve). Servers are allowed two serves.
 - Student 1 overhand serves the ball crosscourt, landing the ball over the net and into the boundary space of Student 4.
 - Student 4 returns the ball, after it bounces, into student 1 or 2’s playing space.
 - The rally continues until a mistake is made.
 - Encourage students to call “mine” or “yours” when moving to the ball to return.
 - Teams play first to 7 or 11 points.
 - If time allows, teams will play a different doubles team.
- After the activity, gather students to check for understanding.



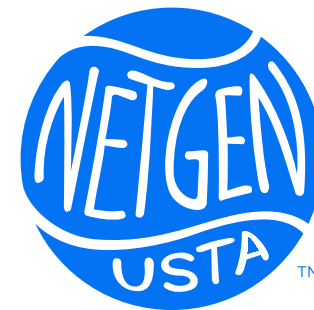
Play It Out Mini (Doubles)

Variations:

- Allow only one team to serve for the entire game.
- Allow only one serve.
- Points won at net count as two.
- Allow students to trap the ball, bounce and hit over the net or allow multiple bounces.

Check for Understanding:

- What strategies did you and your partner discuss in order to improve your chance of success?
- Cross court shots are considered more “safe” to hit. Why is this important in tennis?



► **Activity #2: Champion of the Court (doubles)**

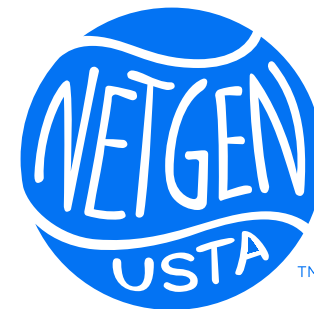
Organization: For instruction, the teacher gathers students along a court sideline. Once instruction is completed, students will transition to courts for activity. Four doubles teams per court. Each student has a racquet and a tennis ball.

Description: The purpose of this activity is for students to discuss and implement doubles strategy with their partner.

- Teacher explains and demonstrates activity:
 - Challenger team hits an underhand serve or drop-hit to Champion team to begin the point.
 - Play out the point.
 - If the Champion team wins, the Challenger team goes to the end of line.
 - If the Challenger team wins the 1st point, they play the 2nd point.
 - If the Challenger team wins the 2nd point, they take the Champion team's spot.
 - If Challengers lose the 2nd point, they go to the end of the line.
 - While teams are waiting, they will need to pay close attention to the game and must be ready to quickly join play.
 - Doubles teams should be talking about strategies they want to use as they are waiting to be the challenger.

Variations:

- Play to a set number of champion points.
- Points won at the net count as two.
- Be aware if one team is champion for a long time and look to even out levels.
- Allow overhand serve or overhand throw.



► Activity #3: 4-3-2-1

Organization: For instruction, the teacher gathers students along a court sideline. Once instruction is completed, students will find a partner and transition to courts for activity.

Description: The purpose of this activity is for doubles teams to utilize strategy during game play.

- Teacher explains and demonstrates activity to the class, then students find their court space and begin.
 - Doubles partners will stand on the same side of the court, they are working together.
 - One side hits an underhand serve to put the ball in play and point begins.
 - Players receive one point each time their opponent makes an error (hits the shot into the net, long, or wide).
 - Players receive two points for hitting a ball that bounced on their side that lands in the opponent's court and doesn't get touched.
 - Players receive four points for hitting a ball out of air that lands in the opponent's court and doesn't get touched.
 - Play to seven points. Change server after two points.
- Teachers release students to find court space and begin activity.
- Every 8-10 minutes, have students discuss with their partner strategies that were successful and not successful. Then students pair up with someone else and begin activity again.

Variations:

- Begin the point by standing behind baseline.
- Change up the point structure (e.g., five points for a backhand volley that lands in opponent's court and doesn't get touched).
- Play as singles or doubles.
- Make sure tennis balls being hit out of the air are being hit with appropriate force.
- Students play out points using regular or no-ad scoring.



Wrap-Up:

Closure Discussion: Teacher chooses discussion question(s).

- What type of strategies did you see successful players using?
- When are some good opportunities to hit the ball down the line during a rally?
- What is your favorite go-to shot when playing doubles?
- Cross court shots are considered more “safe” to hit. Why is this important in tennis?

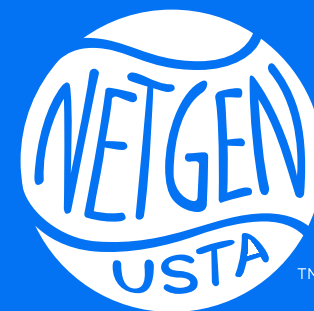
Exit Ticket*:

- What strategies did you and your partner implement that enhanced your success in doubles?
- In the future, would you continue with that strategy? Why or Why not?

*Access the exit ticket printables in the appendix.

Lesson 7

Create Your Own Tennis Activity



Lesson 7	Lesson Name: Create Your Own Tennis Activity	Grade Span: 9th-12th	Lesson Length: 45–60 minutes
NPES Grade Span Learning Indicators 3.12.7 Thinks critically and solves problems in physical activity settings, both as an individual and in groups. 3.12.8 Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings. 4.12.5 Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.		Learning Objective(s): Students will analyze and describe leadership skills of self and others while participating in tennis activities.	Equipment Needed: <ul style="list-style-type: none"> • One racquet per student • One tennis ball per student • Cones, hula hoops, poly spots, buckets, etc for activity creation • One clipboard, pencil and Create Your Own Tennis Activity handout per group
Essential Question: What are examples of Leadership Skills? While playing tennis, what ways can a player demonstrate leadership?	Safety Considerations: Be sure students are adequately spaced apart when using their racquets and waiting for turns. Regularly remind students to be aware of their space when moving and swinging racquets. Loose tennis balls should be held in student hands or in a pocket. To avoid injuries, if a tennis ball rolls onto a court, students should shout “ball on court” to make other players aware.	Key Vocabulary: Warm-Up Leadership	

Lesson 7: Create Your Own Tennis Activity *(continued)*

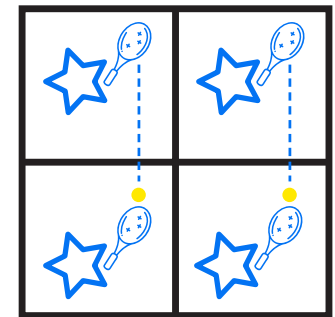


Instant Activity: Cooperative Warm-up

Organization: Doubles teams stand across the net, facing another doubles team. Each student has a racquet and a tennis ball. See diagram for Cooperative Warm-up activity.

Description: The goal of the activity is to practice match warm-up protocols.

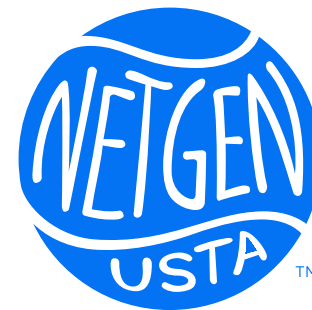
- Teacher explains activity:
- Students are to choose a doubles partner, get a racquet and a tennis ball.
- Each doubles team is to be positioned at the baseline across the net from another team.
- One student bounced the ball to start the rally baseline to baseline.
- On the teacher's cue, one side moves to the net and volleys while the other side continues to rally from the baseline.
- On the teacher's cue, take some serves.
- On the teachers cue, switch roles.



Cooperative Warm-up

Fun Fact:

Althea Gibson was the first African American female to win the US Nationals, later named the US Open.



► Activity #1: Create Your Own Tennis Activity

Organization: In advance, the teacher prepares handouts with information for each group to complete. For instruction, the teacher gathers students in a central location. For the activity, students gather at courts in groups of 4-6. See Appendix for Create Your Own Tennis Activity handout.

Description: The purpose of this activity is for students to apply leadership qualities as they work together.

- Teacher explains the activity:
 - Students design their own tennis activity using the skills and knowledge from previous lessons.
 - Teacher explains they are looking for cooperation and leadership as students work together.
 - Factors to consider for students creating the activity:
 - The activity must use a racquet and at least one tennis ball.
 - Hoops, buckets, cones, poly spots, etc will be available if needed for your activity.
 - What skills will be focused on during the activity?
 - What space and boundaries will you use?
 - Does your activity need a net?
 - How many tennis balls will be needed?
 - Does your activity have a scoring system?
 - How many players can do this activity?
 - How are players organized?
 - What are the rules of the activity?
 - What are the teammates' roles when teaching this activity to others?
 - Are their variations for students who have difficulty, or students who are very skilled?
 - Once the activity is created, have students try out their own activity and make adjustments.
 - After students are finished creating their activity, they will have a chance to teach it to another group.
- Teacher gives the pre-made handout to each group and sends them to a court.

Check for Understanding:

Teacher gathers students in a central location.

- What are examples of leadership skills?
- What did you notice within your group?
- How did those skills contribute to the team's success?

Lesson 7: Create Your Own Tennis Activity *(continued)*



► Activity #2: Teach Your Activity To Others

Organization: For instruction, the teacher will have students stay gathered in the center location. For activity, students will be assigned a court and another group to work with. All students will bring their racquets and tennis balls to the courts.

Description: The purpose of this activity is for students to lead others and work cooperatively with teammates.

- Teacher explains next steps:
 - Groups will be assigned a court.
 - There will be two groups per court.
 - Group 1 will teach their activity to Group 2.
 - Group 2 will perform the activity with cues and guidance from Group 1 members.
 - Once completed, Group 2 will give feedback to Group 1.
 - Group 2 will then teach their activity to Group 1.
 - Group 1 will perform the activity with cues and guidance from Group 2 members.
 - Once completed, Group 1 will give feedback to Group 2.
- If time permits, groups can switch courts and teach their activity to a new group.

Variations:

- Allow for activity protocol changes as needed.



Wrap-Up:

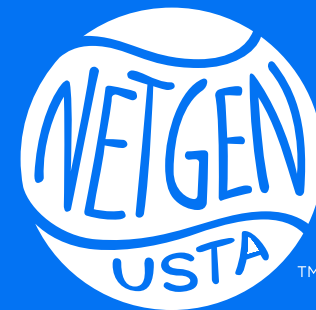
Closure Discussion:

- What does being fair mean to you? How do your actions back up that belief?
- What has been the biggest test of your leadership ability? What have you learned as a result of this challenge?
- What leadership attributes that you noticed from class, can be applied in other spaces outside of school?

Exit Ticket*:

- What does being an “effective” or “successful” leader mean to you while engaging in USTA tennis activities?

*Access the exit ticket printables in the appendix.



Lesson 8

Applying Feedback to Improve Skills, Tactics and Strategy

Lesson 8	Lesson Name: Applying Feedback to Improve Skills, Tactics and Strategy	Grade Span: 9th-12th	Lesson Length: 45–60 minutes
NPES Grade Span Learning Indicators 2.12.1 Demonstrates knowledge of tactics and strategies within lifetime sports & activities. 3.12.7 Thinks critically and solves problems in physical activity settings, both as an individual and in groups. 3.12.4 Implements and provides feedback to improve performance without prompting from the teacher.		Learning Objective(s): Students will give and receive feedback from peers, implement that feedback and analyze its effect on play.	Equipment Needed: <ul style="list-style-type: none">• One racquet per student• One tennis ball per student• Sound system and music (optional) Key Vocabulary: Round Underhand Serve Drop-Hit Implement Feedback Tactic Strategy
Essential Question: How does analyzing feedback and its effects increase your understanding of successful tennis strategies and skills?	Safety Considerations: Be sure students are adequately spaced apart when using their racquets and waiting for turns. Regularly remind students to be aware of their space when moving and swinging racquets. Loose tennis balls should be held in student hands or in a pocket. To avoid injuries, if a tennis ball rolls onto a court, students should shout “ball on court” to make other players aware.		



Instant Activity: Rally Practice

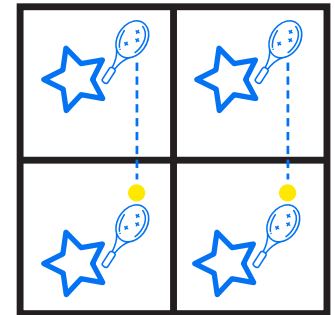
Organization: Students are partnered and across the net from each other. One racquet and one tennis ball each. See diagram for Rally Practice activity.

Description: The goal of the activity is for students to perform tennis skills with more control and power.

- Teacher gives instructions as pairs find a space in the activity area.
- Students will rally back and forth allowing the ball to bounce before returning the ball to their partner.
- Every 5 minutes, switch partners.

Variations:

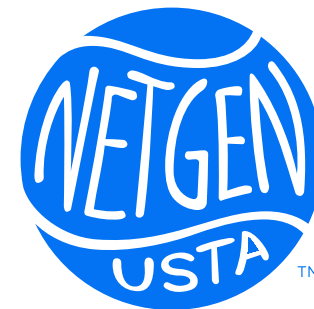
- Pair similarly skilled students.



Rally Practice

Fun Fact:

Venus and Serena Williams became the first set of sisters ever to win Olympic gold medals in tennis.

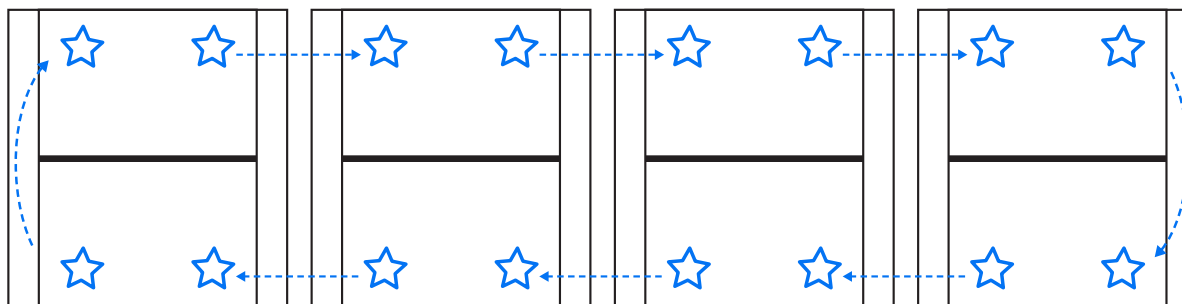


► Activity #1: Part 1: Up and Down the River (doubles)

Organization: For instruction, the teacher gathers students along a court sideline. Once instruction is completed, students will get a partner and transition to courts for activity with their doubles partner. Each student has a racquet and a tennis ball. See diagram for Up and Down the River activity.

Description: The goal of this activity is for students to implement the feedback given to them to be successful.

- Teacher explains and demonstrates activity:
 - All doubles teams will be assigned a court.
 - Students put the ball into play with an underhand serve or drop-hit. Everyone takes turns starting the rally.
 - Each round will be set for 4 minutes. (use of music during play is an option).
 - Remind students to communicate with their doubles partner during play, and to look for at least 1 piece of feedback to share with the opponent.
 - At the end of each round, each team gives feedback to the opposing team - tactics and skills.
 - Then, one side of the net moves to the next court in a certain direction and their opponents move the other direction.



Up and Down the River

Variations:

- Players change partners for each rotation.
- Increase/decrease the size of the play space.
- Use different size balls.
- Alternative Format: Arrange class into two different pools: competitive and recreational

Check for Understanding:

Teacher gathers students in a center location.

- How does analyzing feedback and its effects increase your understanding of successful tennis strategies and skills?
- What challenges do you have when giving classmates feedback about strategy and skill?
- What are your strongest area(s) of tennis? Weakest area(s)?

Lesson 8: Applying Feedback to Improve Skills, Tactics and Strategy *(continued)*



► Activity #2: Part 2: Up and Down the River (Doubles)

Organization: Same activity and format as above, now with a new doubles partner. See diagram for Up and Down the River activity.

Description: The goal of this activity is for students to implement the feedback given to them to be successful and be more confident as they give feedback to the opposing team.

- Teacher explains:
 - Students will get a new pair and will continue to play just as they did before.
 - Remind students to look for feedback to give the opposing team.
 - Students will implement the feedback that was given to them.

Variations:

- See activity #1

Wrap-Up:

Closure Discussion:

- What area did you grow the most during our tennis unit?
- What areas of tennis do you want to learn more about or get better at?

Exit Ticket*:

- How did the feedback you received increase your skill performance and understanding of tennis strategies?

*Access the exit ticket printables in the appendix.

Appendix A: Lesson Handouts

Tally Time Competition

Record keeper will tally every time a doubles team gives verbal and non-verbal communication to their partner. Tally marks should look like: I...II...III...
Record keepers will tally communication such as:

Non-verbal: Racquet taps, high fives, thumbs up **Verbal:** “Good job”, “Nice try”, “Good point” **Court communication:** “Mine”, “Out”, “Switch”

Recorder’s name:	NON-VERBAL	VERBAL	COURT COMMUNICATION
Team 1 members: _____ AND _____			
Team 2 members: _____ AND _____			

Recorder’s name:	NON-VERBAL	VERBAL	COURT COMMUNICATION
Team 1 members: _____ AND _____			
Team 2 members: _____ AND _____			

Recorder’s name:	NON-VERBAL	VERBAL	COURT COMMUNICATION
Team 1 members: _____ AND _____			
Team 2 members: _____ AND _____			

Recorder’s name:	NON-VERBAL	VERBAL	COURT COMMUNICATION
Team 1 members: _____ AND _____			
Team 2 members: _____ AND _____			

Create Your Own Tennis Activity

Your Group Members are: _____, _____, _____

The purpose of this activity is for students to apply cooperation and leadership qualities as they work together. As a group, design your own tennis activity using the skills and knowledge from previous lessons. The participants doing your activity must use a racquet and tennis balls. As a group, fill out the following information.

What is the name of your activity?	
What skill(s) will it focus on?	
What additional equipment do you need, if any? <i>Examples: tennis net, hoops, buckets, cones, poly spots, etc.</i>	
How many players can participate in this activity?	
What space or boundaries will you use?	
What are the rules and procedures of the activity	
Does your activity have a scoring system? What is it?	
Are all members of your group able to have a role as you teach it to other students? What are their roles?	

Appendix B: Student Assessment and Teacher Printables

Formative assessment in Physical Education (PE) is crucial as it provides ongoing feedback that can significantly enhance both teaching and learning. This type of assessment allows teachers to gauge students’ progress, understanding, and skills development throughout a unit or course, rather than waiting until the end. Moreover, formative assessment encourages students to reflect on their own performance, set personal goals, and take an active role in their learning process. This continuous feedback loop fosters a more adaptive, responsive, and supportive PE environment, ultimately promoting lifelong physical activity and well-being. The USTA Net Generation curriculum provides formative assessment in the form of student discussion and questioning in each lesson.

Summative assessment in Physical Education (PE) plays a pivotal role in evaluating students’ overall learning at the conclusion of a unit, term, or course. By using summative assessments, educators can determine whether students have met the established learning objectives, which can inform decisions about instructional effectiveness. For students, these assessments highlight their accomplishments and areas for future improvement, helping to foster a sense of achievement and guiding their continued personal development in physical education.

.....

Lesson 1: Exit Ticket

Student Name: _____

List the cues for underhand serve and forehand stroke:

Explain how force and follow through affect the direction of the ball:

Lesson 2: Exit Ticket

Student Name: _____

List and describe the cues of a backhand stroke:

What differences do you notice between the forehand and the backhand?

What cues are you best at, when performing a forehand or a backhand? Why do you think that is?

Lesson 3: Exit Ticket

Student Name: _____

List and describe the cues for volleying:

Justify the techniques you believe are useful when aiming for an intended target:

.....

Lesson 4: Exit Ticket

Student Name: _____

After analyzing your partner’s overhand serve, what feedback did you give them?

Why did you give them this feedback on technique? How were they able to apply it?

Lesson 5: Exit Ticket

Student Name: _____

Why is it important to communicate with your partner and how does that affect your teamwork?

Describe the ways you showed teamwork and respect for others today:

.....

Lesson 6: Exit Ticket

Student Name: _____

What strategies did you and your partner implement that enhanced your success in doubles?

In the future, would you continue with that strategy? Why or Why not?

Lesson 7: Exit Ticket

Student Name: _____

What does being an “effective” or “successful” leader mean to you while engaging in USTA tennis activities?

.....

Lesson 8: Exit Ticket

Student Name: _____

How did the feedback you received, increase your skill performance and understanding of tennis strategies? Please explain.

What skill do you still need to work on outside of class to feel more confident? Please explain why.

USTA Teacher Checklist for Psychomotor Skill Feedback

Underhand Serve

Student Name _____

PSYCHOMOTOR SKILL CUES	GOT IT	ALMOST THERE	STILL WORKING	FEEDBACK NOTES
Keep the ball at waist level.				
Allow the tennis ball to drop onto the racquet face.				
Leave the racquet face open.				
Swing through the ball. Right-handed player swings the racquet from right to left, and vice versa for left handed players.				

Forehand Groundstroke

Student Name _____

PSYCHOMOTOR SKILL CUES	GOT IT	ALMOST THERE	STILL WORKING	FEEDBACK NOTES
Grip racquet				
Set up sideways with the opposite shoulder facing front to the target.				
Swing moves low to high (start low and follow through high).				
Recover to ready position.				

Backhand Groundstroke

Student Name _____

PSYCHOMOTOR SKILL CUES	GOT IT	ALMOST THERE	STILL WORKING	FEEDBACK NOTES
Dominant hand on racquet with the hammer grip. Non-dominant hand just above the dominant hand with shakehand grip.				
Turn sideways to the target with the dominant side facing the target.				
Contact the ball even with the front foot for the two-handed backhand.				
Move the racquet low to high with the strings pointed toward the target area.				
Finish toward target (follow-through).				
Recover to ready position.				

Volley

Student Name _____

PSYCHOMOTOR SKILL CUES	GOT IT	ALMOST THERE	STILL WORKING	FEEDBACK NOTES
Hammer grip.				
Racquet at shoulder level and to the side.				
Step towards the tennis ball.				
Block with no swing.				

Overhand Serve

Student Name _____

PSYCHOMOTOR SKILL CUES	GOT IT	ALMOST THERE	STILL WORKING	FEEDBACK NOTES
Stand with side to the net.				
Tennis ball in non-dominant hand.				
Hold the racquet with the hammer grip.				
Racquet starts on the dominant shoulder.				
Toss and contact ball at the highest point.				
Follow through across the body.				

Tennis: Summative Quiz

Name _____ Period _____

Directions: Complete the following questions to the best of your ability. Match the tennis skill on the left with the skill cue on the right. Write the letter that corresponds in the blank lines under “Skill”.

SKILL

- ____ 1. Underhand Serve
- ____ 2. Forehand Groundstroke
- ____ 3. Backhand Groundstroke
- ____ 4. Volley
- ____ 5. Overhand Serve

SKILL CUE

- A. Turn sideways with dominant side facing target.
- B. Toss tennis ball up and contact it at the highest point.
- C. Racket starts on non-dominant shoulder.
- D. Set up sideways with the opposite shoulder facing target.
- E. Allow tennis ball to drop onto the racquet face.
- F. Block with no swing.

6. List 3 ways you can show teamwork while playing tennis:

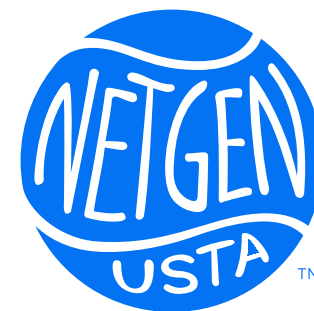
7. While playing tennis, you realize that the other player always wins the point when you hit the ball down the middle of the court.

Describe your strategy to prevent this from continuing to happen:

8. How do you see yourself as a leader while in physical education class? How does this prepare you for the future?
-
-
-
9. During our USTA Tennis unit, there were several opportunities to receive feedback on your skills, strategy and tactics. How did you apply that feedback to your tennis game? Also, explain how you have grown as a tennis player through the feedback given to you.
-
-
-
-
-
-
-
10. Tennis is considered a lifetime activity. What benefits can you gain by playing tennis as a high school student? Playing Tennis as an adult? Why are those benefits important to lifelong wellness?
-
-
-
-
-
-
-

[illegible]

Appendix C: Supplemental Lessons



Lesson 9: What Skill Should I Use?

Lesson 9	Lesson Name: What Skill Should I Use?	Grade Span: 9th-12th	Lesson Length: 45–60 minutes
NPES Grade Span Learning Indicators 2.12.1 Demonstrates knowledge of tactics and strategies within lifetime sports & activities. 2.12.13 Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). 3.12.3 Encourages and supports others through their interactions in a physical activity setting.		Learning Objective(s): Students will demonstrate groundstrokes and justify the use of specific strokes in various game situations.	Equipment Needed: <ul style="list-style-type: none"> • One racquet per student • One tennis ball per student • Enough mini cones for half the class
Essential Question: How were you able to determine what strokes to use in different situations?	Safety Considerations: Be sure students are adequately spaced apart when using their racquets and waiting for turns. Regularly remind students to be aware of their space when moving and swinging racquets. Loose tennis balls should be held in student hands or in a pocket. To avoid injuries, if a tennis ball rolls onto a court, students should shout “ball on court” to make other players aware.		
		Key Vocabulary: Forehand Deep Rally Backhand Short Drop-Hit	

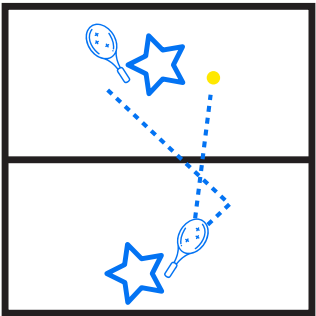


Instant Activity: Get To Five!

Organization: Students find a partner, and face each other across the net. Each student has a racquet and one tennis ball. See diagram for Get To Five activity.

Description: The goal of the activity is for students to engage in rally play and further develop their skills.

- Teacher gives the following instructions:
 - ▶ Player 1 begins the point with a serve (overhand throw) or drop-hit to Player 2.
 - Teacher reviews cues to the drop-hit: rotate torso, racquet back, drop tennis ball, swing racquet head through.
 - ▶ Player 2 allows the ball to bounce once before returning the ball back over the net.
 - ▶ Play continues until the players rally the ball five times in a row.
 - ▶ See how many continuous rallies of five the players can achieve in five minutes.



Get To Five

KEY	
Player	
Ball	
Racquet	
Hula Hoop	
Cone	
Poly-Spot	



► **Activity #1: What's Your Record (teacher's choice)**

Organization: Students gather at the sideline for instruction. Once instruction is completed, students will partner and stand across the net from each other at baseline. Each student has a racquet and one ball per pair.

Description: The purpose of this activity is to further develop forehand and backhand groundstrokes through rallying.

- Teacher explains the Groundstroke Rally activity:
 - Teacher determines the number of rallies the pairs must complete (only forehand or backhand).
 - Rallies continue for set amount of time and happens in three variations; only forehand, only backhand, alternating forehand and backhand.
 - Teacher highlights the difference in ball flight depending on where a player is hitting a shot. (forehand or backhand side).
 - Teacher highlights “deep” (near baseline) or “short” (closer to net).
- Once instruction is given, students are directed to stand across the net from their partner at the baseline and begin activity.

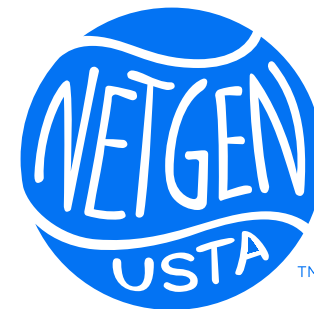
Variations:

- Increase number of times in a row students can hit successful shots.
- Player hits and tosser catches.
- Tossers must move to a spot on court in which they want the player to hit.
- Use spot markers to help promote ball placement.
- Have students hit cross court groundstrokes.
- Use a line on the ground as the net.

Check for Understanding:

- Students indicate when they have reached the rally number. What skill are you most successful at? Which one is the most challenging?
- What ways did you (or can you) encourage others while playing tennis? (both verbal and non-verbal)

Lesson 9: What Skill Should I Use? *(continued)*



► Activity #2: 4-3-2-1

Organization: Students gather at the sideline for instruction. Once instruction is completed, students will form pairs and stand across the net from each other. Each student has a racquet and one tennis ball.

Description: The purpose of this activity is for students to increase groundstroke skill and when to use specific shots during game play.

- Teacher explains and demonstrates activity to the class, then students find their space and begin.
 - One side hits an underhand serve or drop-hit to put the ball in play and point begins.
 - Players receive one point each time their opponent makes an error (hits the shot into the net, long, or wide).
 - Players receive two points for hitting a ball that bounced on their side that lands in the opponent's court and doesn't get touched.
 - Players receive three points for hitting the ball out of the air and their opponent makes an error (hits the shot into the net, long, or wide).
 - Players receive four points for hitting a ball out of air that lands in the opponent's court and doesn't get touched.
 - Play to seven points. Change server after two points.
- Teacher releases students to find court space and begin activity.
- Every 8-10 minutes, have students pair up with someone else and begin activity again.

Variations:

- Begin the point by standing behind the baseline.
- Change up point structure (e.g., five points for a backhand volley that lands in the opponent's court and doesn't get touched).
- Play as singles or doubles.
- Make sure tennis balls being hit out of the air are being hit with appropriate force.
- Students play out points using regular or no-ad scoring.



Wrap-Up:

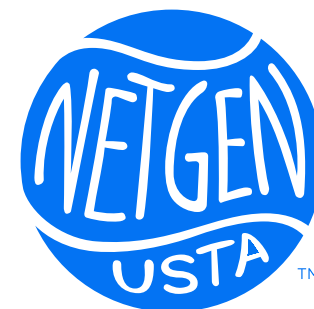
Closure Discussion: Teacher chooses discussion question(s).

- Are you able to execute different types of shots in a game situation? What is your strongest skill? What do you need to work on the most?
- What types of different situations did you encounter that you were not prepared for?
- Do you think this game rewards you for being offensive or defensive minded? Why?

Exit Ticket*:

- Name three instances where you used a strategy within your choice of strokes.
- Explain why you used them, your intended outcome, and what occurred.

*Access the exit ticket printables in the appendix.



Lesson 10: Introduction to Singles Strategies and Tactics

Lesson 10	Lesson Name: Introduction to Singles Strategies and Tactics	Grade Span: 9th-12th	Lesson Length: 45–60 minutes
NPES Grade Span Learning Indicators 1.12.1 Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. 2.12.1 Demonstrates knowledge of tactics and strategies within lifetime sports & activities. 3.12.4 Implements and provides feedback to improve performance without prompting from the teacher.		Learning Objective(s): Students will utilize knowledge of game strategies and tactics to analyze performance of self and others during singles play.	Equipment Needed: <ul style="list-style-type: none">• One racquet per student• One tennis ball per student Key Vocabulary: Match Racquet head Tactic Server Out Singles Strategy Return
Essential Question: What tactics can a player use to improve their chance of success in singles? How do you know it's successful?	Safety Considerations: Be sure students are adequately spaced apart when using their racquets and waiting for turns. Regularly remind students to be aware of their space when moving and swinging racquets. Loose tennis balls should be held in student hands or in a pocket. To avoid injuries, if a tennis ball rolls onto a court, students should shout “ball on court” to make other players aware.		



Instant Activity: 3-2-1 Juggle Rally

Organization: Students partnered across the net, standing between the service line and net. Each student has a racquet and a tennis ball.

Description: The purpose of this activity is to enhance student's hand-eye coordination while rallying a tennis ball.

- First, the teacher will demonstrate the activity, then students spread out across the net from their partner.
- Activity instructions:
 - ▶ Student 1 stands with a racquet between the baseline and net and self-rallies (tap up and bounce) the ball three times and then hits it to Student 2 on the other side of the net.
 - ▶ Student 2 then self-rallies three times before returning the ball back over the net to student 1.
 - ▶ Do three juggle rallies, then two juggle rallies, followed by one juggle rally.

Variations:

- Students who are having difficulty with skills, can move to open space away from the net and do activity with their partner.
- More skilled players can move further back between the service line and baseline.

Lesson 10: Introduction To Singles Strategies and Tactics *(continued)*



► Activity #1: Singles Rally and Feedback

Organization: Students gather at the sideline for instruction. Once instruction is completed, students will transition to courts for activity. Each student has a racquet and a tennis ball.

Description: The purpose of this activity is to introduce students to singles play, and give and receive feedback about strategies and tactics.

- Teacher explains and demonstrates the activity and purpose of giving feedback.
- Teacher chooses a couple of students to do a singles rally.
- Teacher then models giving feedback focused on strategy and tactics.
 - A few examples of feedback: move back to center court after the ball is hit; hit to the opponent's backhand; hit to open space; move so that players forehand takes majority of shots; mix up deep shots and short shots.
- Teacher gives activity directions:
 - For safety reasons, students waiting for turns should wait against the fence at the back of the court.
 - Student 1 (server) begins the point with a bounce hit from between the baseline and net over the net to student 2 (returner).
 - Student 2 allows the ball to bounce once before returning the ball back over the net.
 - The rally continues until a mistake is made.
 - Students waiting for a turn should be attentively watching players on the court, in order to give them feedback.
 - While students are waiting for a turn, they ask a classmate to give them feedback on their singles play.

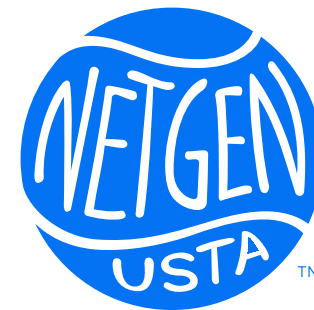
Variations:

- Encourage students to try some drop shots (short shots just over the net) and approach shots (hit and run to the net) and volley.

Check for Understanding:

- What feedback did you give, or your classmates give you during your singles play?
- What strategies are you going to try when you play next?
- In what ways does peer feedback help your personal growth and development in tennis?

Lesson 10: Introduction To Singles Strategies and Tactics *(continued)*



► Activity #2: Team Singles

Organization: For instruction, the teacher gathers students along a court sideline. Once instruction is completed, students will transition to courts for activity. 3-5 students per team. While waiting for their turn, players stand at the back of the court along the fence.

Description: The purpose of this activity is to implement the feedback given, focused on singles strategies and tactics.

- Teacher explains and demonstrates activity:
 - Points are played one player vs. one player at a time.
 - Student hits an underhand serve to the other side to begin the point. Play out the point.
 - Player that wins gets to stay in for a bonus point, the losing player must rotate out and the next teammate checks in (passing the racquet to teammate). Winning player only plays out one more point before switching with teammates.
 - Play to 7 or 11 points.
 - Switch serving side every point (moving from right to left on the same side of the net).

Variations:

- Start point with overhand serve.
- Server may step closer to the net if needed.
- Points won by a volley count for two.



Wrap-Up:

Closure Discussion: Teacher chooses discussion question(s).


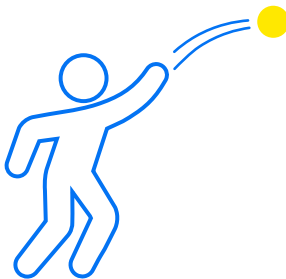

- Does an opponent hit more effectively when they are made to move or stay still?
- What type of tactics are successful players using?
- What type of unsuccessful tactics have been used?
- What shots are you going to try when you play next?
- Cross court shots are considered more “safe” to hit. Why do you suppose?

Exit Ticket*:


- What are some tactics that create success in performance today?
- How did the feedback you received affect your performance when playing singles?
- What do you want to continue to work on?

*Access the exit ticket printables in the appendix.

Appendix D: National Physical Education Standards Critical Elements

Skill	Critical Elements	Visual
Catching	<ul style="list-style-type: none"> • Moves to get behind oncoming ball or anticipates ball position • Keeps eyes on ball • Reach out for ball with hands • Thumbs together above head • Pinkies together below waist • Catches with hands only • Give with body • Pull the ball into the body 	
Throwing (Underhand Pattern)	<p>Preparation:</p> <ul style="list-style-type: none"> • Chest face target • Hold ball in both hands at waist level and off center toward throwing side <p>Execution:</p> <ul style="list-style-type: none"> • Swing throwing arm back behind bottom • Non-throwing arm reaches for target • As throwing arm swings forward step toward target with opposite foot • Release ball at the level of the target <p>Follow-through:</p> <ul style="list-style-type: none"> • Throwing arm extends toward target 	
Striking with Short-Handled Implement	<p>Preparation:</p> <ul style="list-style-type: none"> • Turn the side body to the target • Start with bringing the paddle or racket back behind bottom • Firm wrist and elbow <p>Execution:</p> <ul style="list-style-type: none"> • Extend the racket arm and swing slightly from low to high • Step with opposite foot during swing • Follow-Through • Extend racket arm toward target 	

Gallop	<p>Preparation:</p> <ul style="list-style-type: none"> • Step forward on lead foot; arms begin back and bent at elbows <p>Main action:</p> <ul style="list-style-type: none"> • Step together with trail leg touching the heel of lead foot; push-off of trail foot is forceful enough to achieve a flight phase <p>Recovery:</p> <ul style="list-style-type: none"> • Land on lead foot with knee slightly bent; body stays upright 	
Hop	<p>Preparation:</p> <ul style="list-style-type: none"> • Non-hopping leg bent at 90 degrees <p>Main action:</p> <ul style="list-style-type: none"> • Non-hopping leg swings in a pendular fashion to produce upward and forward force and distance; arms bent at elbows swing from back to front in coordination with the hopping action; rhythmically well time <p>Recovery:</p> <ul style="list-style-type: none"> • Lands on hopping leg with bent knee and overall body control 	
Skip	<p>Preparation:</p> <ul style="list-style-type: none"> • Step on one foot; raise opposite knee <p>Main action:</p> <ul style="list-style-type: none"> • Alternate stepping and hopping and right and left feet; lift knees to waist height; arms alternate and swing up and forward; left arm forward when right knee is up <p>Recovery:</p> <ul style="list-style-type: none"> • Bend knee slightly on landing leg 	
Leap	<p>Preparation:</p> <ul style="list-style-type: none"> • Run with forceful push-off from one foot and forward extension of the opposite leg <p>Main action:</p> <ul style="list-style-type: none"> • Legs are fully extended, arms are stretched out for balance; full extension of legs during flight; forward trunk lean <p>Recovery</p> <ul style="list-style-type: none"> • Land on ball of lead foot; bend knee slightly to absorb force; can recover and step out of leap into a standing position 	

<p>Jumping/Landing One- to Two-Foot Jump</p>	<p>Preparation:</p> <ul style="list-style-type: none"> • Step and push off of one foot with slight knee bend. <p>Main action:</p> <ul style="list-style-type: none"> • Push off by extending knee and swinging foot forward; bring push-off foot to meet and land on both feet simultaneously. <p>Recovery:</p> <ul style="list-style-type: none"> • Land on balls of feet with crouch appropriate to absorb height and distance of jump. Arms reach out in front for balance. 	
<p>Jumping/Landing Two- to Two-Foot Jump</p>	<p>Preparation:</p> <ul style="list-style-type: none"> • Take-off crouch and arm position appropriate for height and distance of jump; swings arms back. <p>Main action:</p> <ul style="list-style-type: none"> • Quick extension of legs and arms <p>Recovery:</p> <ul style="list-style-type: none"> • Land on balls of feet with crouch appropriate to absorb height and distance of jump. Arms reach out in front for balance 	