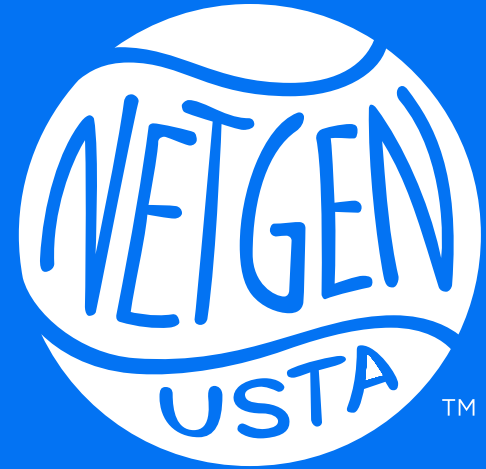


Physical Education Tennis Curriculum

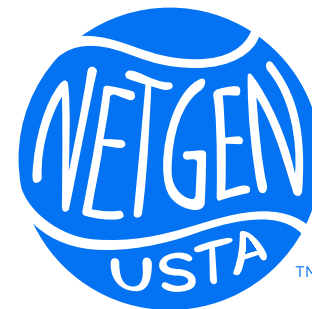
Standards-Based Comprehensive Lesson Plans



Grades Pre-K-2



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 PreK–2 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 PreK–2 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.

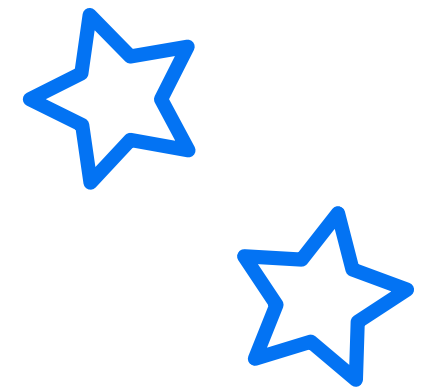
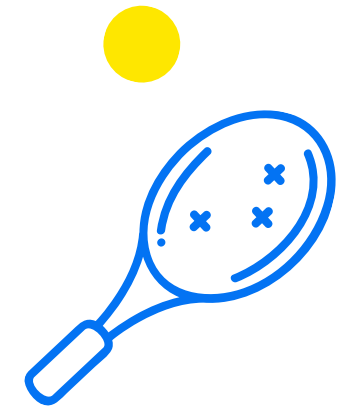
Summative assessment in Physical Education (PE) plays a pivotal role in evaluating students' overall learning at the conclusion of a unit, term, or course. By using summative assessments, educators can determine whether students have met the established learning objectives, which can inform decisions 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.

Table of Contents — Grades PreK–2



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SHAPE America National Physical Education Standards



The National Physical Education Standards for grades PreK–2, 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 PreK–2



Lesson #	NPES Grade Span Learning Indicators for USTA Curriculum, Grades PreK–2	
1	1.2.1	Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness.
	1.2.8	Demonstrates catching in a variety of non-dynamic practice tasks.
	2.2.4	Demonstrates knowledge of locomotor, non-locomotor, and manipulative skills in movement settings.
2	1.2.4	Demonstrates non-locomotor skills with the concepts of space, effort, and relationship awareness.
	2.2.4	Demonstrates knowledge of locomotor, non-locomotor, and manipulative skills in movement settings.
3	1.2.6	Demonstrates bouncing a ball in a variety of non-dynamic practice tasks.
	1.2.7	Demonstrates rolling a ball in a variety of non-dynamic practice tasks.
	1.2.8	Demonstrates catching in a variety of non-dynamic practice tasks.
	3.2.2	Demonstrates ability to encourage others.
4	1.2.13	Demonstrates striking with a short-handled implement in a variety of non-dynamic practice tasks.
	1.2.12	Demonstrates striking with hands in a variety of non-dynamic practice tasks.
	3.2.6	Describes why following rules is important for safety and fairness.
5	1.2.13	Demonstrates striking with a short-handled implement in a variety of non-dynamic practice tasks.
	4.2.5	Recognizes individual challenges through movement.
	4.2.7	Recognizes movement strengths and the need for practice for individual improvement.

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.

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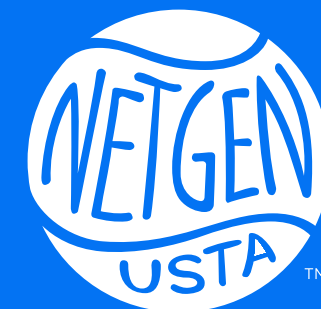


Psychomotor Skill	Equipment Adaptations	Instructional Adaptations	Environmental Adaptations
Locomotor Movement	<p>Visual Aids:</p> <ul style="list-style-type: none">• Use brightly colored cones or markers to indicate the running path.• Use visual signs or signals to guide students on when to run or stop.	<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 move.

(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

Locomotor and Manipulative Skills

Lesson 1	Lesson Name: Locomotor and Manipulative Skills	Grade Span: PreK-2	Lesson Length: 30-45 minutes
NPES Grade Span Learning Indicators 1.2.1 Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness. 1.2.8 Demonstrates catching in a variety of non-dynamic practice tasks. 2.2.4 Demonstrates knowledge of locomotor, non-locomotor, and manipulative skills in movement settings.		Learning Objective(s): Students will demonstrate and identify various locomotor skills while engaging in manipulative activities.	Equipment Needed: <ul style="list-style-type: none">• One ball per student• One polyspot/target per student• One beanbag per 2 students Key Vocabulary: Locomotor Space Effort Catch Target Roll Strike Trap (Splat)
Essential Question: How could we move our bodies in different ways while using various objects like a ball or hoola hoop?		Safety Considerations: Be sure students are adequately spaced apart when using their racquets. Be sure students are aware of their space when moving if racquets are placed on the floor.	



Instant Activity: Toss-Catch-Tag

Organization: Students find a partner and stand facing their partner forming two parallel lines at the mid-court line.

Description: The goal of the activity is for students to engage in a tag game to practice tossing and catching for the activities in this lesson.

- First, students will find a partner.
- After students have found a partner using the “toe-to-toe” method, they will line up facing their partners in two parallel lines across the activity area.
- Students use bean bags or red balls to toss back and forth with partners.
- Identify a safe area or spot (line, target, etc.).
- When the music stops or the whistle is blown, the student holding the ball attempts to reach the designated safe area before they are tagged.
- Students must work within their own lanes when trying to tag their partner.
- Teacher will call out different locomotor movements each time to demonstrate when the music stops

Fun Fact:
Tennis can be played indoors or outdoors—even on grass!

KEY	
Player	
Ball	
Racquet	
Hula Hoop	
Cone	
Poly-Spot	

Lesson 1: Locomotor and Manipulative Skills *(continued)*

► Activity #1: Catch Tennis

Organization: Students in open space with a tennis ball and a poly spot/target.

Description: The goal for this activity is to be able to toss a ball to the ground and catch with control.

- First, students will begin exploring the tennis ball by underhand tossing, bouncing, and catching the ball to themselves, tossing the ball no higher than eye-high and letting the ball bounce once.
- After exploring for a few tries, students can complete a sequence of catching with two hands, dominant hand, non-dominant hand.

Transition each student to stand at a poly spot, but not on it.

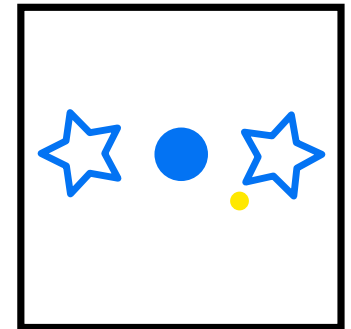
- Students will bounce the ball on the poly spot and catch the ball using the sequence.
- When they have gone through the sequence, they will move through the playing area performing the locomotor movements: sliding, jumping, and skipping to an open poly spot.
- They will perform the toss, bounce catch sequence again as the teacher continues to change up the locomotor movement.

Variations:

- The student can just catch 3 times to moderate success.
- The poly spots can have different names/pictures of the locomotors on them and that student performs that movement to the next poly spot.

Check for Understanding:

- Can you show me Sliding, Jumping, Skipping?
- What actions do you take to perform these skills?



Catch Tennis with a Partner



► **Activity #2: Catch Tennis with Partners**

Organization: Students in open space with a modified tennis ball with a partner and poly spot/target.

Description: The goal for this activity is to be able to toss a ball to a partner with control.

- First, students will get into partners, they will have one ball to toss, bounce, and catch in a designated space.
- Students will put the target between them on the ground.
- Students toss and catch using the target to determine where the ball should land. Student tosses the ball up in the air, lets it bounce on target and the partner catches the ball.
- Students will continue to take turns tossing on the target and catching using two hands, one hand or non-dominant hand.
- After a few rounds, the partner catching the ball can circle the target by running, walking, sliding, galloping, skipping

Variations:

- Students can roll and splat the ball with their hand instead.
- The partner catching the ball will slide around the target and change directions as needed to catch the ball
- Activity 1 can be repeated but with partners
 - Partners can take turns mirroring the locomotor movement chosen to the next poly spot (Follow the Leader)
 - Partner 1 will identify the locomotor movement to Partner 2.
 - Partner 1 will demonstrate the movement as they break down the skills to teach their partner
 - Partner 2 will then follow Partner 1 mirroring the locomotor movement to the next poly spot.



► **Activity #3: Move It, Bounce It, Catch It**

Organization:

- Each student starts on their own poly spot scattered in open space.
- Each student is holding a tennis ball.

Description: The goal of this activity is to demonstrate both locomotors and manipulative skills.

- First, students will find a poly spot in the playing area.
- When the music starts, students will perform the teacher directed locomotor movement around the poly spots inside the boundary lines.
- When the music stops, the students will go to the closest poly spot and bounce and catch the ball on top of the poly spot until the music starts again.
- Students will continue demonstrating the different teacher directed locomotor each time the music is on and stop to bounce the tennis ball each time the music stops.

Variations:

- Students can perform the directed locomotor movement around and every time they stop at a poly spot they bounce the ball a certain amount of times before moving onto the next poly spot.
- Ask one student to demonstrate the locomotor movement before the whole class, use this as a time to ask them to identify which locomotor they are doing.
- Challenge level could be that they perform the locomotor around the poly spot while bouncing and catching it.

Wrap-Up:

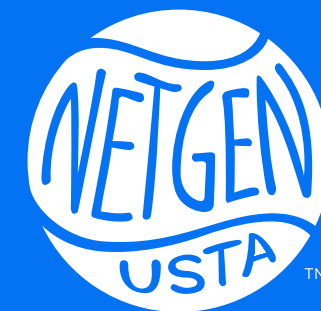
Closure Discussion:

- Why is it good to combine locomotor movements with different skills like tossing and catching a tennis ball?

Exit Ticket*:

- Identify the locomotor skills you used in today's tennis activities.

*Access the exit ticket printables in the appendix.



Lesson 2

Non-Locomotor and Manipulative Skills

Lesson 2	Lesson Name: Non-Locomotor and Manipulative Skills	Grade Span: PreK-2	Lesson Length: 30-45 minutes
NPES Grade Span Learning Indicators 1.2.4 Demonstrates non-locomotor skills with the concepts of space, effort, and relationship awareness. 2.2.4 Demonstrates knowledge of locomotor, non-locomotor, and manipulative skills in movement settings.		Learning Objective(s): Students will demonstrate and identify various non-locomotor skills while engaging in manipulative activities.	Equipment Needed: <ul style="list-style-type: none">• One ball per student• One poly spot/target per student• One racquet per student Key Vocabulary: Non-Locomotor mMovement Locomotor Movement Hug the Racquet Ground the Racquet Roll and Trap (Splat) Stretching Bending Twisting
Essential Question: How can learning non-locomotor skills help us become better movers?		Safety Considerations: Be sure students are adequately spaced apart when using their racquets. Be sure students are aware of their space when moving if racquets are placed on the floor.	



Instant Activity: Mirror Twist Clap

Organization:

- Students are spread throughout the activity area with partners.
- Students stand facing each other with right toes touching.

Description: The goal of the activity is for students to engage in non-locomotor movement that connects with the tennis swing.

- First, students will be in synchronized, mirror-like fashion, they twist their upper bodies away from each other while bringing their hands together and mimicking a right-handed swing.
- After their hands make a small “loop” up and behind them, they “clap” their right hands together in front of their bodies.
- Switch to left toes touching and twist the other direction.

Fun Fact:

The first tennis racquets were made of wood.



► Activity #1: Meet My Racquet

Organization: Students are spread throughout the activity area with one racquet per student.

Description: The goal for this activity is to explore the racquet and understand safety by following directions using equipment.

- First, students will be introduced to the racquet.
- Explain and practice “hug the racquet”—crossing your arms and hugging the racquet (this is used if instructions are 30 seconds or less).
- Explain and practice “grounding the racquet”—placing the racquet on the floor (this is used if instructions are longer than 30 seconds).
- To practice, the teacher will call out a non-locomotor movement with or without the racquet, and then when the teacher calls out “hug the racquet” or “ground the racquet” the students will show that action.
- Example: Students will be hugging racquets and the teacher calls out bending. Students will do any bending motion and the teacher calls out “ground the racquet”, the students will put the racquet down. The teacher will call out twisting and the students will twist in any way without the racquet before the teacher calls out to “hug the racquet”. Continue to call out non-locomotor movements and hug or ground.

Check for Understanding:

- Can you show me stretching, twisting, bending?
- Can you tell me how it can be used in tennis or outside of Physical Education class?

Lesson 2: Non-Locomotor and Manipulative Skills *(continued)*

► Activity #2: Walk the Dog

Organization:

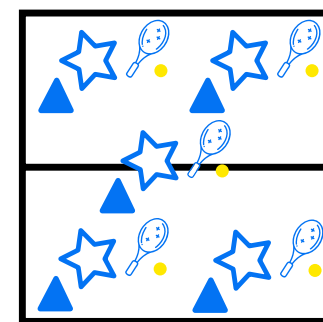
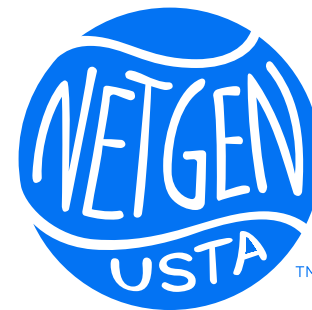
- Students are in pairs.
- One ball and racquet per pair.
- One student stays at the baseline, while the other student performs the task.

Description: The goal of this activity is to use control while using the racquet and understand what non-locomotor movements are.

- First, students will use their racquet to push their ball with control to the poly spot.
- Once at the spot, the student gently splats the ball—stopping it by covering it with the racquet strings. They resume pushing the ball with their racquet back to the starting point using either side of the racquet strings.
- When the student returns to the starting point, they hand off the racquet to their partner who completes the same activity.
- While the other students are waiting for their turn, they will be doing a non-locomotor movement designated by the teacher with visuals.

Variations:

- Each student has their own racquet and ball.
 - Using the cone as their “home,” students start pushing their ball with their racquet in the activity area.
 - The ball should always be touching the racquet.
 - When the teacher says, “home,” the student continues to push the ball with their racquet while returning to their cone.



Walk the Dog Variation

Lesson 2: Non-Locomotor and Manipulative Skills *(continued)*



► Activity #3: Roll and Splat

Organization:

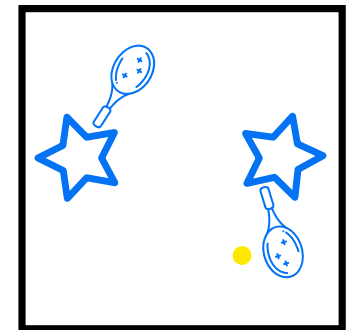
- Students stand approximately 10 feet apart from each other, maintaining their personal space in the activity area.
- Each pair retrieves two racquets, one ball and finds personal space within the activity area.

Description:

- First, the students will determine what is in and what is out in their activity area.
- The partner with the ball pushes the ball across the floor with their racquet towards their partner.
- The receiving partner “catches” the ball by splatting it with their racquet and then returns it to their partner.
- The pairs will attempt to complete as many consecutive rolling rallies as possible.
- Each student should reposition their feet to the center of their space following each time they send the ball.

Variations:

- Students can increase/decrease the speed at which the ball is traveling.
- Students can roll the ball holding the racquet with their non-dominant hand.
- Use non-dominant hands to roll and splat.
- Students can set a team goal for the number of consecutive rolling rallies.
- Increase/decrease the size of the ball.



Roll and Splat

Wrap-Up:

Closure Discussion:

- Why is spacing important when we do these movements when using a racquet when “splatting” the ball, or rolling the ball.

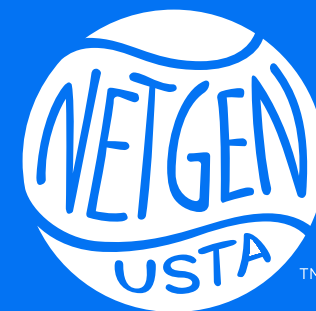
Exit Ticket*:

- Identify the non-locomotor skills you have used in today’s activities.
- Can you name them?

*Access the exit ticket printables in the appendix.

Lesson 3

Rolling, Catching, Bouncing



Lesson 3	Lesson Name: Rolling, Catching, Bouncing	Grade Span: PreK–2	Lesson Length: 30–45minutes
NPES Grade Span Learning Indicators 1.2.6 Demonstrates bouncing a ball in a variety of non-dynamic practice tasks. 1.2.7 Demonstrates rolling a ball in a variety of non-dynamic practice tasks. 1.2.8 Demonstrates catching in a variety of non-dynamic practice tasks. 3.2.2 Demonstrates ability to encourage others.	Learning Objective(s): Students will demonstrate and identify bouncing, rolling, and catching skills using various objects while engaging in activities.	Equipment Needed: <ul style="list-style-type: none"> • One ball per student • One poly spot/target per student • One racquet per student • Variety of objects for obstacles; hula hoops, jump ropes, beanbags 	
		Key Vocabulary: Bounce Roll Catch Encourage Zig-zag Obstacles Balance Rolling	
Essential Question: How could learning bouncing, rolling and catching skills help us in other physical activities?	Safety Considerations: Be sure students are adequately spaced apart when using their racquets. Be sure students are aware of their space when moving if racquets are placed on the floor.		



Instant Activity: Walk the Dog (With obstacles and zig-zag patterns)

Organization:

- Each student retrieves a ball and a racquet and scatters in personal space throughout the activity area.
- Various types of equipment (hula hoops, jump ropes, beanbags, etc.) are scattered throughout the play space.

Description: The goal of the activity is for students to engage in an activity to focus on control of the ball.

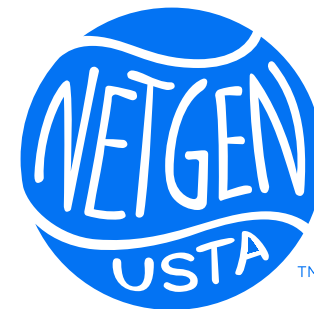
- First, each student will roll their ball across the floor maintaining contact between the racquet and the ball while avoiding the obstacles on the floor of the play space and other students.

Variations:

- Students can work with partners and the partner waiting can cheer them on while going through obstacles or build them up if they are struggling.

Fun Fact:

The first tennis balls were made of wool or hair and wrapped in leather.



► Activity #1: Roll, Bounce, Catch

Organization: Each student has a ball and racquet while standing next to a partner safely in personal space scattered throughout the activity area.

Description: The goal of this activity is to demonstrate rolling, bouncing, and catching while using a racquet and encouraging a partner throughout the challenges.

- First, students will hold their racquet with their dominant hand (palm facing up) with the face parallel to the floor, place the ball on the racquet face and attempt to roll it around the edge of the racquet without letting it fall off.
- Flip the racquet over (palm is facing down) and repeat.

Teaching component: Encouragement

- What does it look like, sound like, feel like?
- Examples of encouragement are _____

Partners will be doing their own challenges, but focusing on encouraging their partner throughout the task.

- Challenge #1: Balance the ball on the racquet with palm facing up and balance the ball rolling along your racquet while doing some of the following:
 - Touch the floor with your other hand.
 - Move to your knees and then stand back up on your feet.
 - Sit down and then stand back up on your feet.
 - Walk (or any other locomotor movement).
 - Flip the racquet over (palm down) and balance the ball while doing the following:
 - Pat your knees with your other hand.
 - Walk, do a full turn, and continue walking.
 - Walk five steps forward and side-slide five steps back to start
 - Sit down and stand back up on your feet.
 - Move the racquet up as high as you can and then lower it to just above the floor.

Lesson 3: Rolling, Catching, Bouncing *(continued)*



- Challenge #2: Drop the ball with your other hand to the ground and catch it in the air with one hand trapping the ball against the racquet.
- Challenge #3: Roll the ball on the racquet and then drop the ball to the ground and catch it in the air with one hand trapping the ball against the racquet.
- Challenge #4: Students will create their own challenge to show their partner. Partners will encourage each other through the challenge and/or after and also try to do the challenge they were shown. Take turns.

Variations:

- Catch with hand instead of racquet.
- Allow multiple bounces before the catch.
- Try to catch it on both sides of the racquet.
- Try to catch it on top of the racquet without your hand.

Check for Understanding:

- What does it look like to encourage a partner or teammate in our activity?
- Can you give an example when your partner was rolling, bouncing or catching the ball?

Lesson 3: Rolling, Catching, Bouncing *(continued)*

► Activity #2: Partner Toss, Bounce, Catch, Encourage

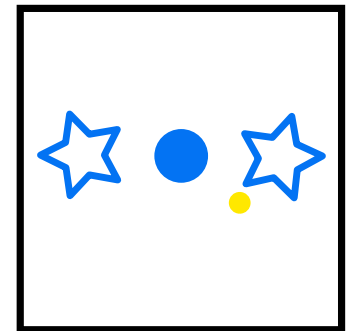
Organization: Students stand approximately 10 feet apart from each other, maintaining their personal space in the activity area.

Description: The goal of this activity is to encourage each other as you work together on underhand toss, bouncing the ball to each other, and catching the ball.

- First, students will be in pairs and retrieve one ball, and a target and find personal space within the activity area.
- Each student will underhand toss, bounce their ball across the floor to their partner.
- The receiving partner “catches” the ball by using one or both hands to pull it in.
- Partners should be encouraging each other throughout the activity.

Variations:

- Partners can roll the ball.
- Increase/Decrease the distance between partners.
- Use different size balls.
- Partners can be close together and the partner just drops the ball holding it at shoulder height and the partner catches it.
- Allow multiple bounces before the catch.



**Partner Toss, Catch,
Encourage**

Lesson 3: Rolling, Catching, Bouncing (continued)

► Activity #3: Partner Toss, Bounce, Catch, Encourage (with a racquet)

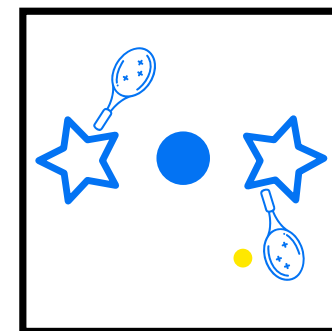
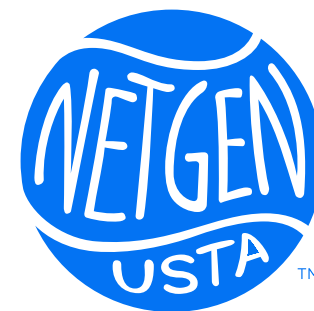
Organization: Students stand approximately 10 feet apart from each other, maintaining their personal space in the activity area.

Description: The goal of this activity is to encourage each other as you work together on tossing, bouncing and catching the ball with a racquet.

- First, students will be in pairs and retrieve two racquets, one ball, and a target and find personal space within the activity area.
- Each student will underhand toss their ball across the floor to their partner who catches it off the bounce with their hand by trapping it against their racquet.
- Continue to toss and catch while encouraging each other.

Variations:

- Switch partners for different encouragement.
- Roll the ball with the racquet, and splat the ball to trap (catch) it.
- Ground the racquet and catch with hands.
- Toss the ball against the wall to try to catch.



Partner Toss, Catch, Encourage (with a racquet)

Wrap-Up:

Closure Discussion:

- Did you notice anybody encouraging someone today? Can you share? or How did it feel to be encouraged today?

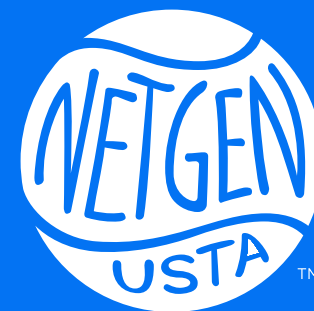
Exit Ticket*:

- Identify the steps you used to bounce, roll, or catch the objects from today's activity.

*Access the exit ticket printables in the appendix.

Lesson 4

Tap it Up, Tap it Down



Lesson 4	Lesson Name: Tap it Up, Tap it Down	Grade Span: PreK-2	Lesson Length: 30–45 minutes
NPES Grade Span Learning Indicators 1.2.13 Demonstrates striking with a short-handled implement in a variety of non-dynamic practice tasks. 1.2.12 Demonstrates striking with hands in a variety of non-dynamic practice tasks. 3.2.6 Describes why following rules is important for safety and fairness.	Learning Objective(s): Students will demonstrate the developmental skills of striking with hands and/or a small implement while engaging in physical activities. Motor Skill Cues: Striking <ul style="list-style-type: none"> • Tap Pass • Bend knees • Tap-up • Eye-high • Aim for target 		Equipment Needed: <ul style="list-style-type: none"> • One ball per student • One racquet per student
	Essential Question: Why is striking an important skill to learn? What activities include striking?	Safety Considerations: Be sure students are adequately spaced apart when using their racquets. Be sure students are aware of their space when moving if racquets are placed on the floor.	Key Vocabulary: Striking Safety Fairness Grip Dominant Hand Non-Dominant Hand



Instant Activity: Taps

Organization: Students scatter throughout the activity area while maintaining personal space with a tennis ball.

Description: The goal of the activity is for students to engage in beginning striking skills using a racquet. All of the activities are done with the racquet, not the hands.

- First, students will explore with the ball and pushing the ball down or up using the palm of their hand.
- Teacher will provide direction for tap downs with a catch. Strike the ball down, let it bounce, catch the ball, repeat.
- Teacher will provide direction for tap ups with a catch. Strike the ball up, let it bounce, catch the ball, repeat.

Variations:

- Students will then try to strike it up or down consecutively.
- Students can try any combination of tap downs or ups.

Fun Fact:

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

Lesson 4: Tap it Up, Tap it Down *(continued)*



► Activity #1: Tap Downs

Organization:

- Students scatter throughout the activity area.
- Each student has a racquet and a ball.

Description: The goal of this activity is to start learning how to control the strike using the racquet.

Teaching component: Tap Downs

- Hold the racquet with your palm down.
- Hold the racquet waist-high.
- Keep your wrist stiff.
- Be careful of others.
- Stay in your personal space.

First students will hold the racquet in the dominant hand and the ball in the non-dominant hand at waist level

- Students will drop the ball.
- Let it bounce one time.
- Tap it down with the racquet.
- Then trap it gently on the racquet.

Reminder:

- Ask students to stay in their personal space and to avoid running through other student's space to stay safe.
- Ensure students maintain personal space. If the ball gets out of control, students should stop the ball by trapping it.
- Emphasize how following the rules can help keep everyone safe.

Lesson 4: Tap it Up, Tap it Down *(continued)*



Variations:

- Students can use their hands.
- Provide a variety of racquets/paddles to moderate success.
- Use different sized balls.
- Use lower-bounce balls.
- Tap Downs on the Move
 - ▶ Students will drop the ball with the non-dominant hand and tap it down while traveling forward.
 - ▶ Students will only move forward while they are tapping the ball down.
 - ▶ They should stand still when they are dropping the ball or trapping it.

Check for Understanding:

- Why is it important to follow the rules of the activity?
- What does it look like to be safe? What does it sound like to be fair?

Lesson 4: Tap it Up, Tap it Down *(continued)*



► Activity #2: Tap Ups

Organization:

- Students scatter throughout the activity area.
- Each student has a racquet and a ball.

Description: The goal of this activity is to start learning how to control the strike using the racquet.

Teaching component: Tap Ups

- Hold the racquet with your palm up.
- Hold the racquet waist-high.
- Grip the racquet firmly.
- Be careful of others.
- Stay in your personal space.

First students will hold the racquet in the dominant hand and the ball in the non-dominant hand at waist level.

Challenge #1:

- Students will drop the ball.
- Let it bounce one time.
- Students will then “catch” it on top of the racquet strings.
- Repeat

Challenge #2

- Students will drop the ball.
- Move the racquet underneath the ball.
- Tap it up in the air to eye height and then catch it with their non-dominant hand.
- Repeat

Lesson 4: Tap it Up, Tap it Down *(continued)*



Challenge #3

- Repeat the sequence without catching.
 - ▶ Bounce
 - ▶ Tap up
 - ▶ Bounce
 - ▶ Tap up

Check for Understanding:

- Discuss the appropriate amount of force necessary to control the ball. Demonstrate striking again for the the class using different force.
- What happens when you increase or decrease the force used to send the ball? Describe what you noticed.

Lesson 4: Tap it Up, Tap it Down *(continued)*



► Activity #3: Self Rallies

Organization:

- Students remain scattered throughout the activity area.
- Each student has a racquet and a ball.

Description: The goal of this activity is to combine the skills of tap downs and tap ups together.

- First, students will see how many times they can tap the ball down repeatedly before losing control.
- Then, students will see how many times they can tap the ball up repeatedly before letting it bounce on the ground.
- Finally, students can self-rally as long as possible by alternating tapping the ball up in the air and letting it bounce off the ground without losing control.

Variations:

- Different size ball and type of racquet options.
- Students will see how many times they can keep the rally going by combining the tap downs and the tap ups.

Wrap-Up:

Closure Discussion:

- What did you notice about the different ways to tap the ball when striking?

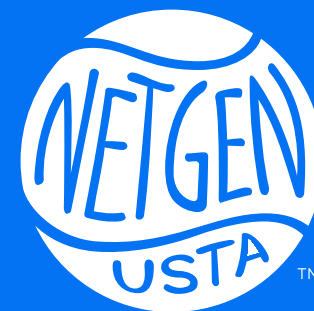
Exit Ticket*:

- Identify the steps you used to strike the objects in our class activities.

*Access the exit ticket printables in the appendix.

Lesson 5

Partner Taps



Lesson 5	Lesson Name: Partner Taps	Grade Span: PreK-2	Lesson Length: 30–45 minutes
NPES Grade Span Learning Indicators 1.2.13 Demonstrates striking with a short-handled implement in a variety of non-dynamic practice tasks. 4.2.5 Recognizes individual challenges through movement. 4.2.7 Recognizes movement strengths and the need for practice for individual improvement.	Learning Objective(s): Students will demonstrate and describe the developmental cues of striking with a short handled implement in a controlled manner. Motor Skill Cues: Striking to a Target/Partner <ul style="list-style-type: none"> • Bend knees • tap-up • eye-high • aim for target • turn sideways 	Equipment Needed: <ul style="list-style-type: none"> • One racquet per student. • One tennis ball per student 	Key Vocabulary: Striking Challenge Strengths Opportunities Control Target
Essential Question: What could control look like when we are striking the ball with our racquet?	Safety Considerations: Be sure students are adequately spaced apart when using their racquets. Be sure students are aware of their space when moving if racquets are placed on the floor.		



Instant Activity: Peaks and Valleys

Organization:

- Teacher scatters cones randomly throughout the activity area.
- Students scatter throughout the activity area, maintaining their personal space.

Description: The goal of the activity is for students to engage in a warm-up that works on sliding, agility and reaction time which are used in the activities.

- Teacher instructs students to travel through the activity area by sliding.
- They may slide in either direction (right or left).

Remind students to avoid collisions with others by maintaining their personal space and respecting the personal space of others.

- Teacher assigns half of the class to knock down the cones and half of the class to stand the cones back up.
- As students who are assigned to knock down the cones pass by cones that are standing up, they should use their hand to tip them over.
- As students who are assigned to pick up the cones pass by cones that are tipped over, they should use their hand to stand the cones back up.

Variations:

- Students can also walk, run, skip, gallop.

Fun Fact:

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

Lesson 5: Partner Taps *(continued)*

► Activity #1: Tap Ups with a Partner

Organization: Students find personal space and place a hula hoop on the floor between them.

Description: The goal of this activity is to continue to practice tapping the ball up with the dynamic of a partner.

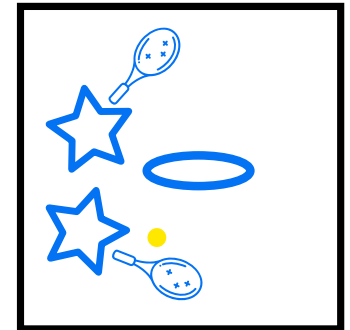
- First, students will be paired up and stand close to each other. Each student will have a racquet, each pair will have a ball.
- Partner #1 bounces the ball and taps it up in front of them.
- Partner #1 backs up and lets the ball bounce inside the hula hoop.
- In the meantime, partner #2 steps forward to position their racquet underneath the bouncing ball and taps it up.
- Partners alternate turns, positioning their racquet underneath the ball and tapping it up in the air.

Variations:

- This activity can be started with individual Tap Ups.
 - Continuous tap ups.
 - To continue to challenge, if working individually, they can sequence their taps. Tap, Tap, Tap, Bounce or Tap, Tap, Bounce, or Tap, Bounce.
 - If students are ready to move on, they can work with a partner.
 - Different size ball or racquet.
 - Allowing multiple bounces.

Check for Understanding:

- Can you describe how using the cues for striking are helping you to improve your skill?



Tap Ups with a Partner



► **Activity #2: Jacks with a Partner**

Organization: Pairs of students find personal space scattered throughout the activity area.

Description: The goal of this activity is to work together to build up the challenge and build each other up by encouraging.

- First, students will pair up around a hula hoop.
- Partner #1 drops the ball, lets it bounce, taps it up one time, and catches it with their non-dominant hand ("onesies").
- Palm faces up while holding onto the racquet.
- Partner #2 drops the ball, lets it bounce, taps it up two times, and catches it with their non-dominant hand ("twosies").
- Repeat alternating turns as long as each partner successfully completes the task.
- The pair "wins" if they successfully progress to "fivesies."
- Encourage partners to support each other by cheering each other's successes.

Lesson 5: Partner Taps *(continued)*

► Activity #3: Tap it in the Hoop

Organization: Pairs of students find personal space scattered throughout the activity area.

Description: The goal of this activity is to strike the ball up (eye-high) and out towards a target.

- First, students will face each other with a hoop/target in the middle.
- Students will bounce the ball and tap it up and out towards the target.
- The receiving partner will trap or catch the ball before hitting.
- The partners will repeat the sequence of bounce, tap, target, catch.

Variations:

- If a wall is available, the students could hit to a wall as well.
- Tap the ball to the partner instead of the target in the middle, still catching the ball before hitting.
- If partners are both ready and want to try to rally by striking the ball back in a controlled manner without catching.
- Use a larger ball or one that responds more slowly.
- Remove the racquet, have students bounce and catch.

Wrap-Up:

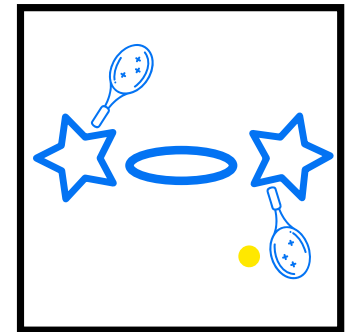
Closure Discussion:

- What is something that was a challenge or difficult to do? Explain why.

Exit Ticket*:

- Each class member will demonstrate and describe to a partner their striking technique without a ball.

*Access the exit ticket printables in the appendix.



Tap It in the Hoop

Appendix A: 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.

*Note if students are having difficulty in the Elementary grades writing down responses, a teacher can set-up a station with an IPAD device and record verbal responses for data collection!

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USTA Teacher Checklist for Psychomotor Skill Feedback

Tap Pass

Student Name: _____

PSYCHOMOTOR SKILL CUES	GOT IT	ALMOST THERE	STILL WORKING	FEEDBACK NOTES
Bend Knees				
Tap-up to Eye Height				
Aim for Target (Control)				

Forehand Striking

Student Name: _____

PSYCHOMOTOR SKILL CUES	GOT IT	ALMOST THERE	STILL WORKING	FEEDBACK NOTES
Shake Hands with the Racquet				
Set up sideways with the opposite shoulder facing front to the target.				
Swing Up				
Strings Facing Target				
Swing Size/Force — Right size of swing and force for the target distance				

Drop Hit

Student Name: _____

PSYCHOMOTOR SKILL CUES	GOT IT	ALMOST THERE	STILL WORKING	FEEDBACK NOTES
Shake Hands with the Racquet				
Ready Position — Turn your body and get your racquet ready				
Drop the Ball with control (knee to waist high)				
Swing Up with strings facing the target				
Follow Through — keep swinging the racquet after you hit				

Tennis: Summative Quiz

Name _____ Period _____

*To provide effective support for students in the PreK-2 grades, it is best to read questions aloud to help students understand the directions.

1. Locomotor Skills

Circle the ways you can move while playing tennis.

• Running



• Skipping



• Sliding



• Hopping



• Crawling



2. Non-Locomotor Skills

Draw a line to match the picture with the movement.

Twisting

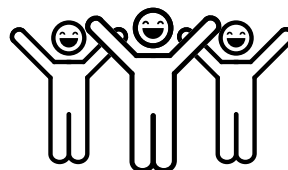


Bending



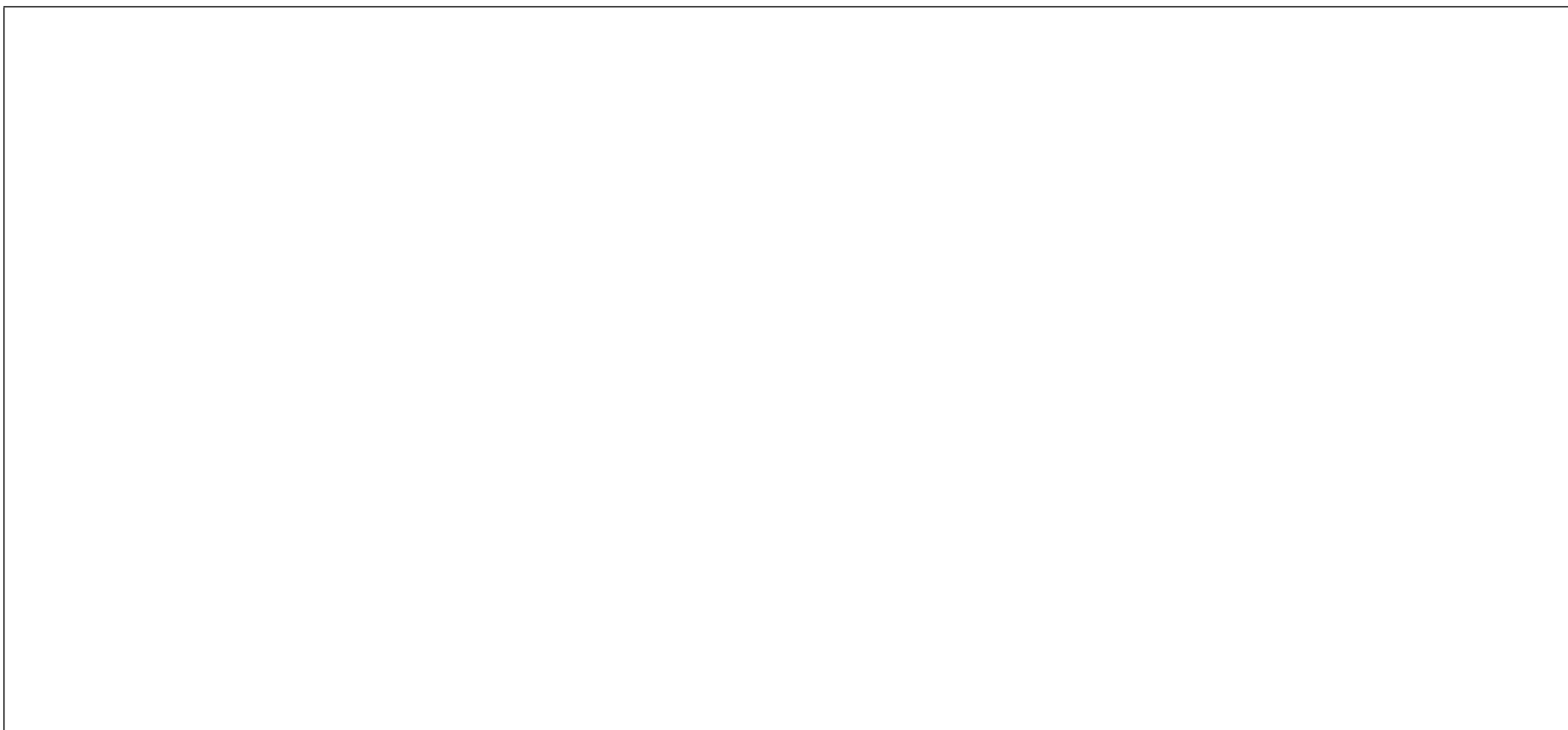
3. Bouncing, Rolling, and Catching

What does it look like to encourage a classmate? Circle the pictures


















4. Striking with a Short-Handled Implement

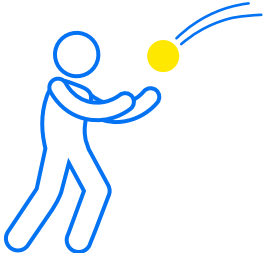
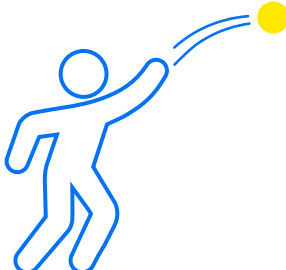

Draw a picture of a tennis racquet. Put an X on the face of the racquet where you should hit the ball.




5. Circle the Emoji that shows your feelings

Did you improve your striking skills in tennis?	YES 	MAYBE 	NO 
Did you face a challenge?	YES 	MAYBE 	NO 
Did you keep going through the challenge?	YES 	MAYBE 	NO 
Did you encourage a classmate?	YES 	MAYBE 	NO 
Did you enjoy the tennis unit?	YES 	MAYBE 	NO 

Appendix B: 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 	