

## TENNIS - BOUNCE ABOUT

### Quick introduction

Bounce About is a challenge that helps players control the racket and the bounce of a ball. Competition could be based on time or the number of bounces.

### Getting started

- Use an appropriate space for the number of children you have, possibly dividing them into four or five groups at first.
- Start in the ready position, then:
  - Move around bouncing a ball in a basketball dribble style.
  - Move by walking, jogging, sidestepping or walking backwards.
  - Try bouncing the ball with alternate hands.
- Keep control of the ball at all times.
- How many bounces can be achieved in 30 seconds?
- For how long can you keep control of the ball?

### Health and safety

- Ensure there is enough space for all to move.
- Give plenty of time to practise using rackets before the activity.

### Equipment required

- Rackets and different size balls that bounce.



# TENNIS – BOUNCE ABOUT



## PHYSICAL ME

- The ready position: feet apart, knees bent and hands prepared.
- Keep body height the same, not bobbing up and down.
- Bounce the ball at around waist height.
- Control the racket with a steady wrist.

## SOCIAL ME

### Leading and volunteering

- Ask some young people to keep time or score.
- Equipment managers could take out the equipment and could also help players get the right size racket.

### Think inclusively (STEP)

#### Space

- Provide additional space if possible for players who require it; for example, those who need more turning room.

#### Task

- Some players can start by bouncing the ball without a racket.

## Equipment

- A lightweight racket can be attached to the player's arm/hand if grip is impaired or absent.
- A larger, slower-moving ball (for example, a small beach ball) can be used initially.

## People

- Some players can receive a drop-feed from a partner when starting to use a racket.

## THINKING ME

- How can I watch the ball and where I am going?
- How can I bounce the ball with my right and left hands?
- How can I move quite quickly and still make space for others?

## SPORTING ME

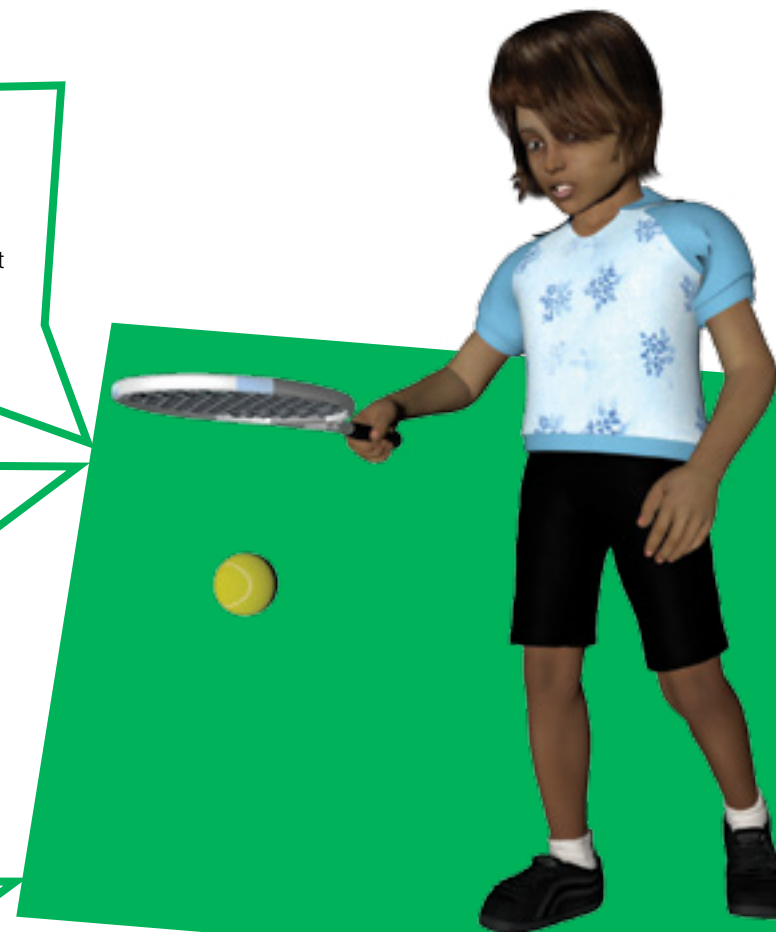
**Spirit of the Games:**  
*Excellence through Competition*



I set myself a time or number of bounces and really try to achieve my target.

## TACTICAL ME

I will practise side-stepping as it is a useful movement on court.



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## TENNIS – HIGH, MIDDLE AND LOW

### Quick introduction

High, Middle and Low is a skill challenge where players are encouraged to send the ball to a partner at different heights. It can be made into a competition by introducing a simple scoring system.

### Getting started

- Work in an area suitable for the number of children you have in the group. An area can easily be marked out using throw down lines.
- Pupils move sideways in the same direction – staying 1m apart and in their pairs – and throw the ball to each other.
- First throw the ball above the head (high), then at waist height (middle), and then roll it along the floor (low).
- Pupils continue throwing in this sequence.
- On a command pupils change direction.
- Do the activity in two ways:
  - Throw and catch with no bounces with a big ball and two hands on the ball.
  - Throw and catch with bounces with a Mini Tennis ball with one hand for throwing and two hands for catching.
- Pairs work together to try to get the highest score.
- Work as one pair or add up the scores of three pairs in a team.

### Health and safety

- Ensure young people understand the rules for retrieving a lost or overthrown ball.
- Ensure there is enough space for all to move.

### Equipment required

- Different size balls.



# TENNIS – HIGH, MIDDLE AND LOW



## PHYSICAL ME

- Get ready with feet apart, knees bent and hands prepared.
- Watch your partner and see if you can throw to where they are moving to.
- Catch the ball in front of your body using two hands.

## SOCIAL ME

### Leading and volunteering

- Ask some pupils to watch for the sequence high, middle and low and ensure everyone is trying to do it.
- Coaches could be appointed to help others.

### Think inclusively (STEP)

#### Space

- Vary the distance between thrower and catcher; for example, standing further apart can give more time to react.

#### Task

- Stay still and throw before trying to throw when on the move.
- Start with just high and low, and add middle as skills improve.
- Add moving forwards and backwards.

#### Equipment

- A bigger ball may be easier for some young people to catch - a smaller ball easier to throw; it may help them to practise throwing and catching separately initially.

#### People

- Play in pairs or small groups; try a team relay version.

## THINKING ME

- I will try to make the ball easy to catch by throwing it in front of my partner.
- How can I be accurate and throw high, middle and low when I need to?
- I can improve moving from side to side by practising on my own and thinking about how big my steps are.

## SPORTING ME

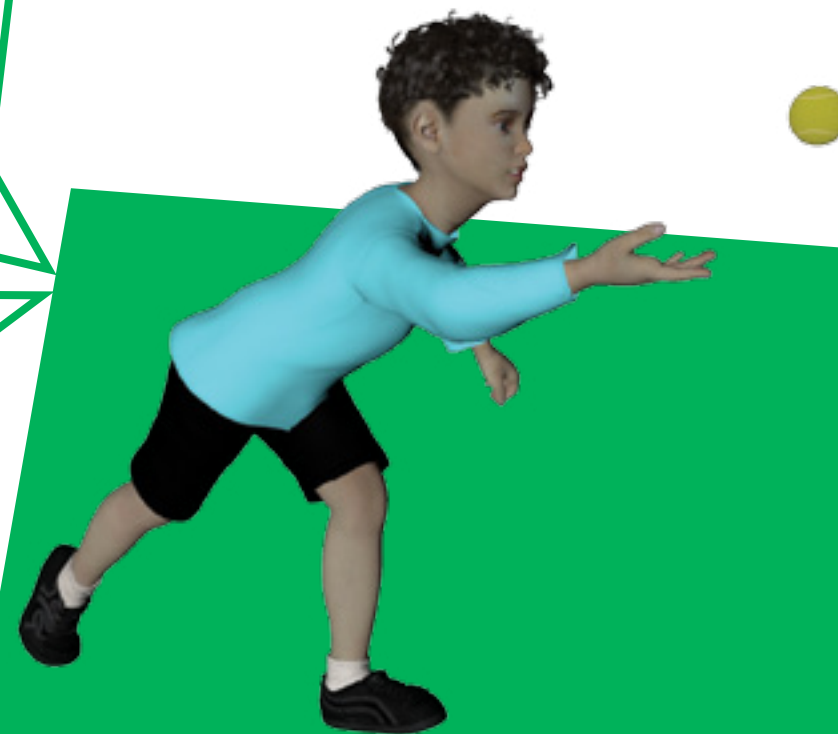
### Spirit of the Games: Excellence through Competition



I always make sure I talk with my partner to discuss how we will play.

## TACTICAL ME

When we are trying to make a big score, I will always watch to see if my partner is ready before I throw.



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## TENNIS – TARGET

### Quick introduction

Target Tennis is an exciting challenge where players try to hit a target on court.

### Getting started

- Organise pupils into pairs on a court or another suitable space.
- Use Zsig nets or barrier tape if there are insufficient courts.
- Ensure each pair has enough markers for a target (three cones) and can hit over a net or barrier.
- Each person has ten shots at the target.
- Pupil 1 stands behind the target and feeds the ball to Pupil 2 who aims at the target. Pupil 1 retrieves the ball and feeds their partner again.
- Always return to a ready position between shots and use both forehand and backhand shots.
- Change roles after 10 shots.
- Either work for a personal best, compete against each other or combine scores to compete against other pairs.
- Also try each pupil having a target with both pupils rallying and aiming at the targets. When markers are hit they can be transferred to the other side of the net.

### Health and safety

- Position pupils at the side of the court and demonstrate. Highlight safe use of the rackets and cones.

### Equipment required

- Rackets.
- Balls.
- Cones: define the court area and at one end create a target using a cluster of three cones.
- Zsig nets or barrier tape.



# TENNIS - TARGET

## PHYSICAL ME

- Get ready with feet apart and knees bent.
- Angle the racket face to the target.
- Increase how far you pull the racket back and follow through to get it to go further.

## SOCIAL ME

### Leading and volunteering

- Young people could work out a league or personal best table.
- Equipment managers could set out targets and discuss making them bigger or smaller for some players.
- Record keepers could keep score.

## Think inclusively (STEP)

### Space

- Increase or decrease the distance to the target.

### Task

- One player throws while the other hits to the target.
- Some players can start by throwing the ball at the target before using a racket.
- Play without a net or barrier.

### Equipment

- Use large targets with inexperienced players; for example, use hoops or chalk circles on the ground.

## People

- Players can support each other by playing on the same side of the barrier and drop-feeding the ball to each other.

## THINKING ME

- How can I tell if the ball is going to the forehand or backhand side?
- How can I look at the target and the ball at the same time?
- How can I make the ball go to the target?
- I work really hard at getting ready after I have hit the ball.

## SPORTING ME

### Spirit of the Games: Excellence through Competition



I make sure I celebrate when I hit the target.

## TACTICAL ME

I've started to try to aim for just one marker, as this will make me more accurate.



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