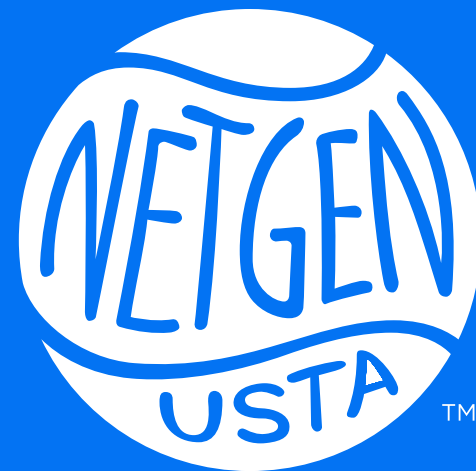


Physical Education Tennis Curriculum

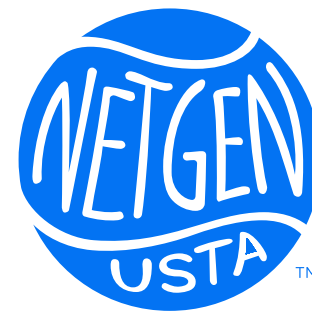
Standards-Based Comprehensive Lesson Plans



Grades 3–5



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 3–5 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)

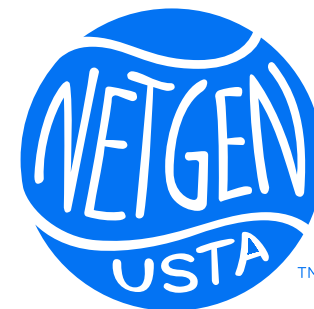
At this stage students need meaningful practice and sufficient exposure to allow for skill acquisition. If students are having difficulty in understanding or demonstrating specific skills, repetition through modified game activities in various situations will assist in developing appropriate skill acquisition. At the grades 3–5 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)*

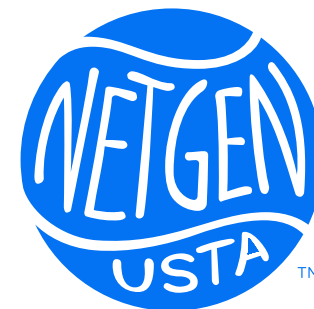


- **Essential Question:** A broad, thought-provoking question that drives the learning process, encouraging deep inquiry and exploration of a subject.
- **Checks for Understanding:** Checks for understanding are critical to student learning and skill acquisition. Throughout the lesson students should 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.

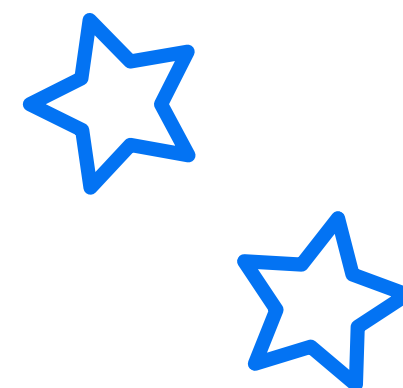
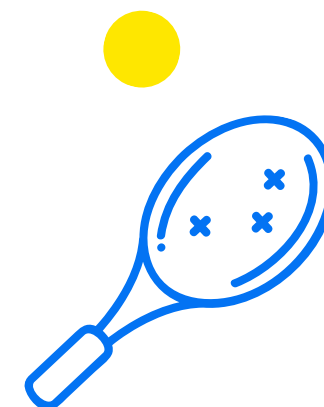
Summative assessment in Physical Education (PE) plays a pivotal role in evaluating students' overall learning at the conclusion of a unit, term, or course. By using summative assessments, educators can determine whether students have met the established learning objectives, which can inform decisions 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 3–5



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SHAPE America National Physical Education Standards



The National Physical Education Standards for grades 3–5, 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 3–5



Lesson #	NPES Grade Span Learning Indicators for USTA Curriculum, Grades 3–5	
1	1.5.1	Combines varied locomotor skills in a variety of practice tasks.
	2.5.1	Applies movement concepts and strategies for safe movement within dynamic environments.
2	1.5.16	Demonstrates striking an object with a short-handled implement in a variety of practice tasks.
	2.5.4	Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills.
	3.5.4	Demonstrates safe behaviors independently with limited reminders.
3	1.5.16	Demonstrates striking an object with a short-handled implement, in a variety of practice tasks.
	1.5.17	Demonstrates sending and receiving an object in a variety of practice tasks.
	3.5.3	Demonstrates respectful behaviors that contribute to positive social interaction in group activities.
4	2.5.10	Defines and provides examples of movement activities for developing the skill-related fitness components.
	1.5.17	Demonstrates sending and receiving an object in a variety of practice tasks.
	3.12.7	Thinks critically and solves problems in physical activity settings, both as an individual and in groups.
5	1.5.16	Demonstrates striking an object with a short-handled implement in a variety of practice tasks.
	4.5.8	Identifies physical activity opportunities outside of physical education class.
	4.8.9	Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.

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	Use of Different Balls: • Foam balls • Deflated or suspended balls • Beach balls or balloons • Bean bags Modified Targets: • Larger targets • Adding Noise/Sound to a target • Colorful and engaging targets • Targets with black and yellow Adaptive Throwing Devices: • 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.	Simplify Instructions: • 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. Verbal Cues: • Auditory signals: Use clapping or counting to signal when to throw. Peer Assistance and Modeling: • Pair students with peers who can provide support and encouragement. Flexible Rules: • Allow students several tries to succeed without penalty. • Modified scoring: Reward effort, improvement, and participation rather than just accuracy.	Controlled Environment: • 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. Distance Adjustments: • Reduce the distance between the throwing point and the target to accommodate skill levels. • Start with shorter distances and gradually increase as skills improve. Visual Cues: • Visually indicate where students should stand and where to aim.

(continued)



Psychomotor Skill	Equipment Adaptations	Instructional Adaptations	Environmental Adaptations
Catching	Use of Different Balls: • 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 Catch Supports • Velcro patches or catching gloves • Modified catching devices Sensory Adaptations • 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.	Simplify instructions: • Break down the steps of the catching motion into simple, easy-to-follow instructions. Verbal Cues: • Use concise verbal cues to guide the student through the catching process. Flexible Rules: • 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 Peer Assistance and Modeling: • Pair the student with a peer who can provide support and encouragement.	Distance Adjustments • 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. Visual Cues: • 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	Visual Markers: - Place cones, tape, or markers on the floor to define boundaries and pathways. Varied Equipment: - Use larger or differently shaped equipment that is easier to see and manipulate. Wearable Devices: - Provide feedback through vibrations or sounds to help students understand spatial boundaries.	Simplify Instructions: - Provide step-by-step instructions and break down complex movements into easy-to-follow instructions. Demonstrations: - Use visual demonstrations of activities or movements Visual Cues: - Use posters, diagrams, or digital screens to display visual cues and instructions. Repetition and Practice: - Allow extra time for practice and repetition to help students build familiarity with spatial concepts.	Modify Space: - Adapt traditional games and activities by reducing the size of the play area to limit movement or use a slower-paced game. Strategic Positioning: - Position yourself and other support staff around the activity area to provide physical and verbal guidance as needed. Visual Aids: - 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	Visual Aids: • 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.	Inclusive Language: • Use language that encourages all students to participate. Simplify Instructions: • Break down the steps of the motion into simple, easy-to-follow instructions. Flexible Rules: • 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	Distance Adjustments: • Reduce the distance students need to run.

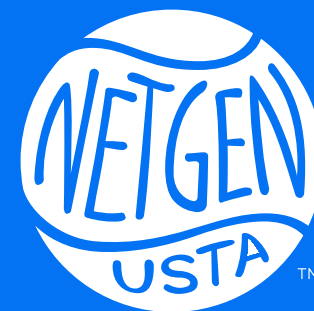
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Psychomotor Skill	Equipment Adaptations	Instructional Adaptations	Environmental Adaptations
Striking	Adaptive Hitting Devices: • Ramps to roll the ball into the field if they can not hit • Adaptive electronic switches that swings a bat • Grip support on bat to help hold • Use of paddles, hands, noodles, or other objects to strike object Use of Different Balls: • Larger object/target to hit • Lighter balls • Beach balls or balloons Sensory Adaptations • 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.	Simplify Instructions: • 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. Verbal Cues: • Auditory signals: Use clapping or counting to signal when to hit Peer Assistance and Modeling: • Pair students with peers who can provide support and encouragement. Flexible Rules: • Allow students several tries to succeed without penalty. • Modified scoring: Reward effort, improvement, and participation rather than just successful hits.	Controlled Environment: • 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 Visual Cues: • Visually indicate where students should be placed when ready to hit the object.

Lesson 1

Quick as a Flash



Lesson 1	Lesson Name: Quick as a Flash	Grade Span: 3–5	Lesson Length: 30–45 minutes
NPES Grade Span Learning Indicators 1.5.1 Combines varied locomotor skills in a variety of practice tasks. 2.5.1 Applies movement concepts and strategies for safe movement within dynamic environments.	Learning Objective(s): Students will be able to demonstrate a combination of locomotor skills and describe how to move while engaging in tennis activities.		Equipment Needed: • One racquet per student. • One ball per student • One target per 2 students • One cone per student
	Essential Question: How can working on locomotor skills improve our ability to move better during tennis 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.	Key Vocabulary: Ready Position Locomotor Bounce Catch Target Safe Positioning Timing Space



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 round objects 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 get 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:
The world record for ball bounces in a row by a 10-year-old is 831!

KEY	
Player	
Ball	
Racquet	
Hula Hoop	
Cone	
Poly-Spot	

Lesson 1: Quick as a Flash *(continued)*

► Activity #1: Catch Tennis Ball with a Partner

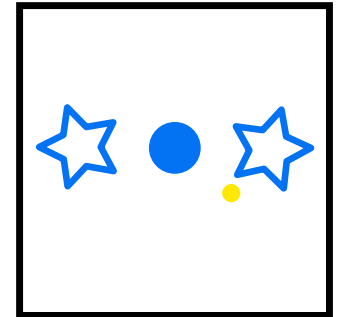
Organization: Students in open space with a tennis ball.

Description: The goal for this activity is to be able to toss a ball to a partner 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.
- Once individual challenges are complete, Students will get a partner and a poly-spot.
- As 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 as a marker of where the ball should land. Student tosses the ball up in the air, allows it to 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.
- The partner catching the ball will slide around the target and change directions as needed to catch the ball.
- After a few rounds, the partner catching the ball can circle the target by running, walking, sliding, galloping, skipping.

Variations:

- The student catching, can add a challenge by stepping farther back to move to catch the ball.
- Students can call out different locomotor movements for their partner to get to the ball (i.e. Student is jogging around the target and partner calls out “Slide” and the partner has to change the movement to get the ball).
- The student tossing the ball can change directions of toss.
- One bounce can be allowed before the catch.



**Catch Tennis Ball
with a Partner**

Check for Understanding:

- What Locomotor skills were used in the Instant Activity?
- What locomotor skill did you use to circle the target during the last activity? How do you know which was the best to use to move to the ball?



► **Activity #2: Ball Drop**

Organization: Group students in pairs with each pair having two balls and a target.

Description: The focus of this activity is to allow students to react quickly and find the ball once it is bounced.

- First, students will be in pairs, one partner has a ball in both hands with arms extended at shoulder height to form the letter "T" and the other student stands on a target that is centered in "ready position."
- Partner 1 drops one ball without the other partner knowing which one they will drop.
- Partner 2 quickly runs and catches the dropped ball after one bounce.
- Move the start target slightly back after each successful drop and catch.
- Have partners switch roles on the teacher's cue.

Variations:

- The student strikes the ball with a hand toward the partner or bucket.
- The student can use a side-slide, back and forth between cones, until the ball is dropped. Then run and catch the ball.
- Catching the ball with no extra bounces.

Lesson 1: Quick as a Flash *(continued)*



► Activity #3: Ice Cream Cones with a Partner

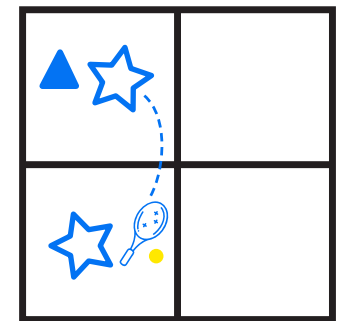
Organization: Students will be in pairs, with open space about six feet apart. Each student will have a cone.

Description: The focus of this activity is to allow students to work on trapping and catching the ball.

- First, students will each stand facing each other with their cone in the ready position like they are holding an ice cream cone.
- Students cooperatively work together, underhand tossing the ball to each other, catching the ball in the cone after one bounce.

Variations:

- Students will take turns being the catcher and tosser for 10 tries. The catcher will roll the ball back to the tosser.
 - The tosser will toss ball to different sides of the body.
 - The tosser and catcher will increase distance for a challenge.
- Using one cone per pair, the tosser will toss the ball over, but now the catcher will catch the ball as if they were striking the ball over, but trap it with the other hand.
- The catcher can catch the ball on a racquet instead of in the cone.
- The catcher can strike the ball over with their hand and the tosser will use the cone to catch the ball that was hit over.



Ice Cream Cones with Partner

Wrap-Up:

Closure Discussion:

- What plan did you make to stay safe while moving around and using a tennis ball today?

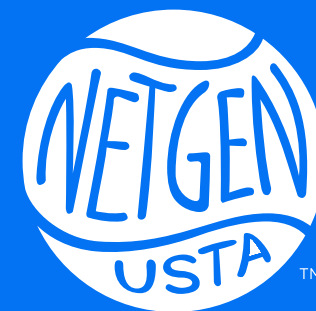
Exit Ticket*:

- Describe the different locomotor skills you used today and how you were able to use them to move in different ways to get to the ball.

*Access the exit ticket printables in the appendix.

Lesson 2

Introduction to Backhand Fundamentals



Lesson 2	Lesson Name: Tennis Taps	Grade Span: 3–5	Lesson Length: 30–45 minutes
NPES Grade Span Learning Indicators 1.5.16 Demonstrates striking an object with a short-handled implement in a variety of practice tasks. 2.5.4 Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills. 3.5.4 Demonstrates safe behaviors independently with limited reminders.	Learning Objective(s): Students will be able to demonstrate and describe how to strike an object with control, during a variety of tasks. Motor Skill Cues: Tap Pass • Bend knees • Tap-up • Eye-high • Aim for target	Equipment Needed: • One racquet per student • One ball per student • One poly-spot or target per two students	
Essential Question: How can developing control when striking, help improve our performance in different 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.	Key Vocabulary: Strike Racquet Safe Tap Bounce Target Control Hug Ground Strings	



Instant Activity: Bounce-Catch-Tag

Organization: Partners scattered in open space.

Description: The goal of the activity is for students to engage in warming up the body and working on hand-eye coordination.

**This is similar to Toss-Catch-Tag from lesson 1, but partners will be moving in general space instead of running from middle to end line.*

- First, students will be in pairs. Students will bounce the tennis ball in between them and continue to catch and bounce while music is playing.
- When the music stops, it becomes a tag game between partners.
- The partner who has the ball when the music stops is the first tagger.
- The partner without the ball moves until tagged by the partner with the ball.
- When a student is tagged, the tagged student becomes the tagger, but he or she first must perform three jumping jacks to give the partner a head start.
- The tag game continues until you turn on the music again. At that prompt, students stop playing tag, locate their partners, stand 5-10 feet from each other and begin bouncing the tennis ball again.

Variations:

- Toss and catch instead of bouncing.

Fun Fact:

Just like a video game, your racquet strings are your controller. The direction you point your strings is where the ball will go.

Lesson 2: Tennis Taps *(continued)*



► Activity #1: Meet My Racquet

Organization: Students in open space, each with a racquet and tennis ball.

Description: The goal of this activity is to introduce skills of “hugging and grounding” the racquets and maintain control of the ball.

- Teacher will give instructions to learn how to handle the racquet during a variety of activities.
- Explain and practice crossing your arms to “hug the racquet.”
 - This is used if instructions are 30 seconds or less.
- Explain and practice placing the racquet on the floor to “ground the racquet.”
 - This is used if instructions are longer than 30 seconds.
- First, students will balance the ball on the racquet strings with their palms facing up.
- Roll the ball around the edge of the racquet.
- Drop the ball onto the ground off the racquet and then try to catch the ball back on the string, students can use their hands to assist.

Tap-downs:

- First, students will hold the racquet with their palm down.
- Students will keep the racquet waist-high.
- Students will maintain a firm wrist.
- Students will be careful of others and stay in personal space.

Tap-Ups:

- First, students will hold the racquet with their palm up.
- Students will grip the racquet firmly.
- Students will tap the ball up eye-high.
- Students will be careful of others and stay in their personal space.

Lesson 2: Tennis Taps *(continued)*



- Drop the ball on the ground from the racquet, hit the ball to eye height, then catch with one hand.
 - ▶ After a few attempts, have students try to do this continuously without catching the ball.
- Tap the ball down to the ground then turn your palm to face up and hit the ball up, catch the ball and repeat.

Jacks:

- First, students will toss the ball up and let it bounce, tap-up with their racquet once and catch the ball with their free hand (onesies).
- Students toss the ball up and let it bounce, tap-up the ball with their racquet twice and catch the ball with their free hand-(twosies).
- Continue and see how many times students can “toss, bounce, tap, and catch” in a row.

Variations:

- Use a different size ball.
- Use a non-dominant hand.
- Choke up on a racquet to aid control.
- Catch it on the racquet instead of hand.

Check for Understanding:

- “Show me ‘Hug the racquet.’ ”
- “Show me ‘Grounding the racquet.’ ”
- What can you do to stay safe when using a tennis racquet while striking?

Lesson 2: Tennis Taps *(continued)*

► Activity #2: Partner Tap-Ups

Organization: Students will be grouped into pairs in open space with racquets, ball and target.

Description: The goal of this activity is to help students maintain control of the ball in general space.

- First, students within each pair will stand close to each other.
- One student will bounce the ball up off their racquet (eye-high) and let it bounce off the floor towards the target.
- The second student will let the ball tap-up off their racquet and attempt to have it land on the target.
- The partners will continue to rally in the same pattern:
 - Tap-up
 - Bounce
 - Tap-up
 - Bounce

Variations:

- Allow students to toss the tennis ball to their partner, then tap back with their racquet to the target.
- Allow students to have multiple bounces before hitting towards target.
- Use different size balls.
- Choke up on the racquet for control.
- Add a goal number to try to get to in a time frame.
- Increase the distance.

Check for Understanding:

- Were you able to control the ball in the last activity? What were some ways that helped your control? Please explain.
- Describe the cues for Striking to tap the ball up to a partner.



Partner Tap Ups

Lesson 2: Tennis Taps *(continued)*

► Activity #3: Circle Tap Pass

Organization: Students will each have a racquet and be in groups of five or six in a circle formation. Each group will have a target in the middle of the circle and one tennis ball.

Description: The goal of this activity is to help students maintain control while using a tap-pass in a group activity.

- First, students will tap-pass to the other group members.
- The ball may bounce as many times as desired.
- The group in the circle is trying to keep their rallies going as long as possible.

Variations:

- Smaller group sizes.
- Use different sized balls.
- Choke up on the racquet for control.
- Tap-pass in a certain order around the circle.
- Increase the size of the circle.

Wrap-Up:

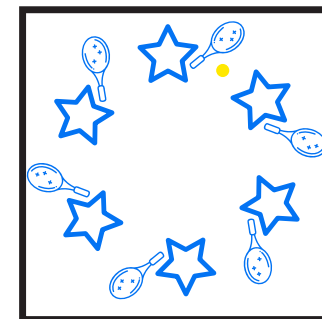
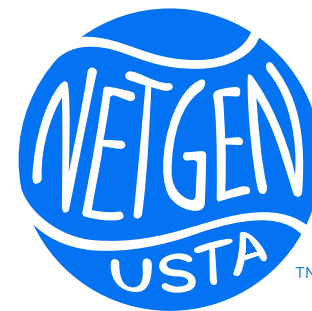
Closure Discussion:

- What did you do to stay safe today? Please provide an example.

Exit Ticket*:

- Can you describe how to keep the tennis ball under control when striking?

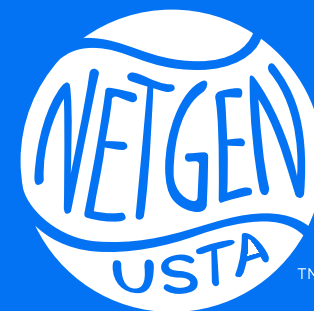
*Access the exit ticket printables in the appendix.



Circle Tap Pass

Lesson 3

Target Challenges



Lesson 3	Lesson Name: Target Challenges	Grade Span: 9th-12th	Lesson Length: 30-45 minutes
NPES Grade Span Learning Indicators 1.5.16 Demonstrates striking an object with a short-handled implement, in a variety of practice tasks. 1.5.17 Demonstrates sending and receiving an object in a variety of practice tasks. 3.5.3 Demonstrates respectful behaviors that contribute to positive social interaction in group activities.	Learning Objective(s): Students will demonstrate respectful behaviors by encouraging others and explain the impact it has on social interaction in group activities. Motor Skill Cues: Forehand Striking • Set up sideways: with a non-dominant shoulder facing front to the target. • Shake Hands: grip the handle like a handshake. • Swing Up: "Swing your racquet up to hit the ball." • Make contact with the ball when it is in line with the front foot. • Strings facing target: Keep the racquet strings pointed where you want the ball to go. • Swing Size: Guide students to be mindful of the size of their swing depending on where their target is located. • Force: Be sure to talk about force (size of the swing) relative to the target distance. The bigger or faster the swing the harder the ball is hit, which will make it go further.		Equipment Needed: • One racquet per student • One ball per two students • One poly-spot per two students • One hoop per two students • Two markers or targets per four students • Two cones per four students • Two half-cones per four students
	Essential Question: How can encouraging others and showing respect improve performance on a team?	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: Rally Volley Groundstroke Cooperation Drop-Hit



Instant Activity: Rock, Paper, Scissors Fan Club

Organization: Students will begin in open space within the activity area.

Description: The goal of the activity is for students to play a game where peers are cheering and encouraging others throughout the activity.

- First, students will move in open space and find another classmate to play a game of Rock, Paper, Scissors.
- The losing student will go behind the winning student and begin their “fan club.”
- Students in a “fan club” will loudly cheer for the student they’re following.
- If a student loses their game of RPS, their entire “fan club” goes behind the winning student and are a part of the winning student’s fan club.
- Play until everyone is behind one person, cheering them on.
- Teacher will engage students in a discussion about encouragement.
 - ▶ What does it sound like, feel like or look like to give encouragement?
 - ▶ What does it sound like, feel like or look like to receive encouragement?
 - ▶ How do you think you could encourage someone today when participating in activities?

Fun Fact:

Tennis was first played by hitting the ball with the palm of your hand.

Lesson 3: Target Challenges *(continued)*

► Activity #1: Sending the Mail

Organization: Students will begin in open space about six feet away from each other. Each pair has one racquet, one tennis ball and one cone. See “Motor Skill Cues” on page 12 for use in this activity.

Description: The goal of this activity is to introduce the forehand strike and encourage others in their learning journey of using the forehand.

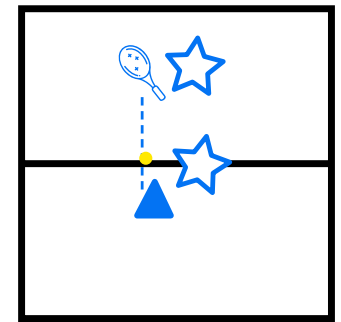
- First, students will determine who is the hitter (with the racquet) and who is the catcher (with the ball and cone).
- The catcher underhand tosses (serves) the ball to the hitter, ensuring that the ball lands one to two feet in front of the partner. You may use a poly-spot to assist, if necessary.
- The hitter strikes the ball and returns it back to the catcher, who catches the ball in the cone after one bounce.
- Teams are given 10 attempts at toss, bounce, hit and catch and then swap roles (hitter becomes catcher and vice-versa).

Variations:

- Increase or decrease distance between partners.
- Hitter pushes ball on ground and catcher rolls back.
- Place a target in-between partners to try to hit target.
- Add a point system for hitting the target.

Check for Understanding:

- Describe one way you noticed someone being respectful and encouraging in the prior activity. Can you share an example?
- What impact could you have by encouraging a partner or teammate during class? How can this be applied outside of school? Provide an example.



Sending the Mail

Lesson 3: Target Challenges *(continued)*

► Activity #2: Hoopla

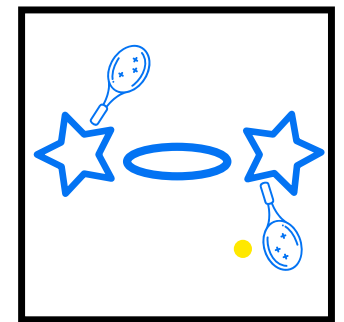
Organization: Students begin in pairs with one racquet, ball and hoop.

Description: The goal of this activity is to improve accuracy by hitting a ball into a target.

- First, students review the forehand strike.
- Students will be in pairs facing each other with the hoop in the middle.
- One student will bounce the ball then hit the ball and try to have it land in the hoop.
- The other student will receive the pass and send it back towards the hoop to allow the other student to receive and send it back.
- Be sure to remind hitting students to keep their racquet strings pointed where they want the ball to go (the hoop).
- Remind students to encourage their partner.

Variations:

- Increase/decrease the distance to the target.
- Increase/decrease the size of the ball.
- Add in peer feedback.



Hoopla

Lesson 3: Target Challenges *(continued)*

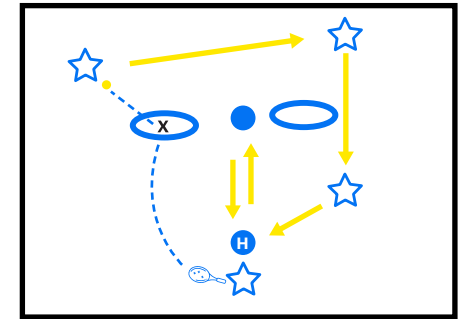


► Activity #3: Grand Slam

Organization: Students begin in groups of four with two hoops, two balls, one racquet and two poly-spots.

Description: The goal of this activity is to continue to demonstrate accuracy with correct force and swing size.

- First, students find an activity area, place hoops in the field and define a home plate and a base to run back and forth between.
- One student is the hitter while the other three students are in the field, but not in front of the hoops.
- Hitter bounces the ball and strikes it, trying to get the ball to land in one of the hoops (fielding students cannot block the ball from landing in a hoop).
- The fielders try to stop the ball; if the ball is stopped, they must underhand-toss the ball to each of the fielders (ask fielding students to be in ready position).
- Hitter runs back and forth to one base as many times as they can before the fielders return the ball to home base.
- Teacher will provide feedback on swing size and force.
- The hitter will count each time they reach a base as 1 point. Students will rotate roles and repeat the activity.



Grand Slam

Variations:

- Increase/decrease distance of hoops.
- Add more or fewer students to a group.
- Score a point for the ball landing in a hoop.
- Toss the ball instead of hitting it.

Wrap-Up:

Closure Discussion:

- What impact could you have by encouraging a partner or teammate during class? How can this be applied outside of school? Provide an example.

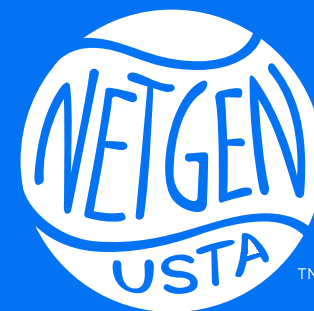
Exit Ticket*:

- What are some examples of respectful behavior? Explain how it could help or hurt your team or group?
- Before getting in line, can you show me and tell me how?

*Access the exit ticket printables in the appendix.

Lesson 4

Skills on the Court



Lesson 4	Lesson Name: Skills on the Court	Grade Span: 3–5	Lesson Length: 30-45 minutes
NPES Grade Span Learning Indicators 2.5.10 Defines and provides examples of movement activities for developing the skill-related fitness components. 1.5.17 Demonstrates sending and receiving an object in a variety of practice tasks. 3.12.7 Thinks critically and solves problems in physical activity settings, both as an individual and in groups.	Learning Objective(s): Students will demonstrate how to send and receive an object and provide activity connections to agility, power and reaction time. Motor Skill Cues: Drop Hit • Hold the Ball: “Hold the ball in one hand.” • Ready Position: “Turn your body and get your racquet ready.” • Shake Hands: “Grip the handle like a handshake.” • Drop the Ball: “Drop the ball gently.” • Watch the Ball: “Keep your eyes on the ball.” • Swing Up: “Swing your racquet up to hit the ball.” • Follow Through: “Keep swinging your racquet after you hit.”		Equipment Needed: • One racquet • Multiple balls per two students • One jump rope or similar item to make a net per two students (optional) • One poly-spot, marker or target per two students • Multiple cones for targets
	Essential Question: How could working on agility, power, and reaction time help develop sending and receiving objects in 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.	Key Vocabulary: Agility Power Reaction Time Skill-Related Components of Fitness Forehand Rally



Instant Activity: Triangle Tag

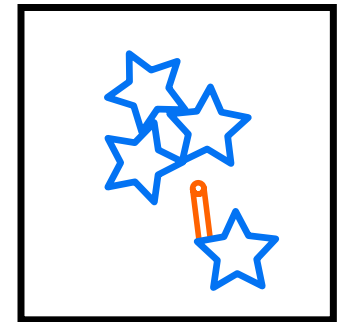
Organization: Students in groups of four in open space.

Description: The goal is for students to engage in an activity that focuses on agility and reaction time.

- First, students get in groups of 4, students select a tagger, an “It” person and two protectors.
- The “It” student and two protectors form a triangle with hands on shoulders or holding hands, with the tagger on the outside of the triangle.
- The tagger tries to tag the “It” student, while the three students in a triangle move to keep the “It” student from being tagged.
- If the student is tagged, students can switch roles.
- Remind students not to grab clothing or try to tag through the triangle; only outside.

Variations:

- Students can use deck rings or scarves to hold between hands.
- If the groups are 5 students or the tagger needs support, the tagger can use a short noodle for tagging.
- Time limit to switch if the “It” person does not get tagged.



Triangle Tag

Fun Fact:

Just like a video game, your racquet strings are your controller. The direction you point your strings is where the ball will go.

Lesson 4: Skills on the Court *(continued)*

► Activity #1: Striking for Success

Organization: Students begin with a partner in open space. Each pair has a ball and 2 racquets.

Description:

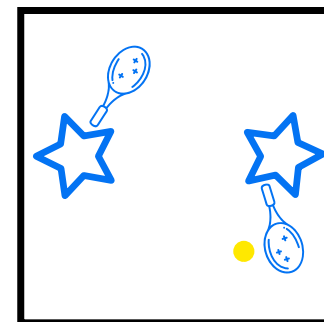
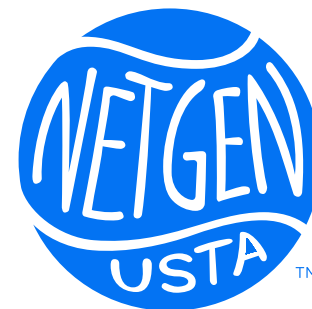
- First, students will have a choice to perform the following activities with their partners:
 - **Toss-Hit-Catch:** One student tosses the ball underhand; the other student hits an open hand (palm), under control back to the tosser. The hitter should be sideways to the partner and the racquet should be held in position, with the strings pointed to the tosser.
 - **Hit-Return-Catch:** Student #1 drop-hits the ball with a forehand to student #2. Student B hits the ball back to student #1 with a forehand. Student #1 lets the ball bounce and catches the ball and repeats the sequence. Change roles on the teachers' cue.
 - **Partner Rallies Over a Line or Jump Rope:** Partners work together with a line or jump rope between them and begin with an underhand toss to their partner. They tap and bounce the ball back and forth over the net using a forehand.

Variations:

- Partners have a choice to use hands instead of their racquet.
- Partners may try as many activities as they can during the time frame given.
- Allow for multiple bounces with the ball.
- Use a larger ball.

Check for Understanding:

- Provide an example of a problem you noticed during the last activity.
- Were you able to assist in solving it? Why or why not?



Striking for Success

Lesson 4: Skills on the Court *(continued)*



► Activity #2: The Skills of the Game

Organization: Students will be joined in pairs on a space against the wall. If students are outside, make sure they are hitting away from other groups. Each pair has multiple balls, 1 racquet and multiple cones.

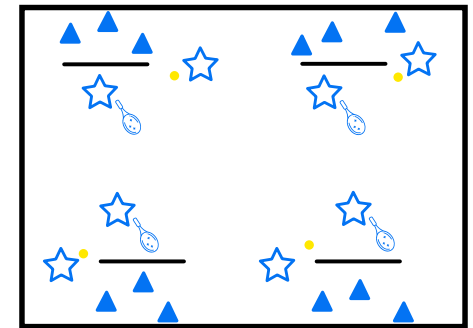
*To support students in Grades 3-5, allow them to use the Skill-Related Components of Fitness handout to help answer questions.

Description:

- First, students will create a play area that includes boundaries and a net (flat line on the ground or jump rope).
- Students will set up cones as targets, with different distances.
- Students will take turns being the hitter and the tosser.
- The tosser will bounce the ball in the playing space to make the hitter “react” and use “agility” to then hit with different levels of “power” with the racquet or an open hand.
- The hitter is trying to hit all the cones.
- Each hitter gets at least 5 attempts per turn.

Variations:

- The tosser continues to toss the ball into different spots on the courts, to work on agility and reaction time.
- The cones can be numbered and the tosser can call out a number for the hitter to react. Then, the hitter can also choose the level of power to use when hitting toward that cone.
- The hitter can choose a racquet or hand to engage.
- Add a physical net, such as putting a jump rope between cones.
- Put targets on the cones that are net height so that hitters can try and knock them down.



The Skills of the Game

Check for Understanding:

- Define Agility, Power or Reaction Time.
- Where else have you noticed them being used in movement activities?

Lesson 4: Skills on the Court *(continued)*

► Activity #3: In Command with the Racquet

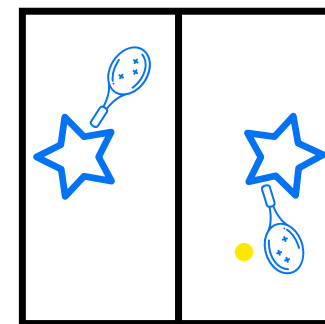
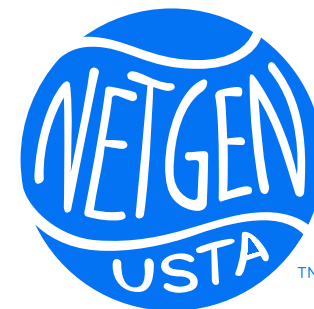
Organization: Students will be organized in pairs within open space. Each pair has a ball and two racquets.

Description: The goal of this activity is to use different levels of power when striking, to make the opponent use agility and reaction time when returning the ball.

- First, students will create a play area that includes boundaries and a net (flat line on the ground or jump rope).
- With a racquet, student #1 will drop-hit the ball into play, aiming to land the ball on their partner's (returner) side; students take turns putting the ball into play.
- The returner aims to return the ball back over the net with height and the point is played out.

Variations:

- Adjust boundaries to moderate success.
- Allow an extra bounce to get the ball over.
- Increase or decrease distance between students.
- Students can play for points.



**In Command with
the Racquet**

Wrap-Up:

Closure Discussion:

- How is solving problems different as an individual compared to as a group?

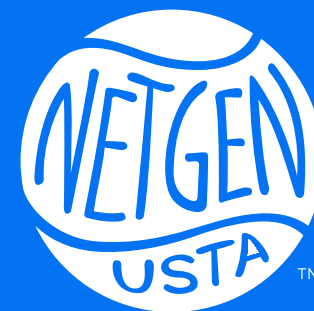
Exit Ticket*:

- Describe when you used agility, power and/or reaction time during today's activities? Provide an example for each.
- How do agility, power or reaction time affect our skills?

*Access the exit ticket printables in the appendix.

Lesson 5

Double Up



Lesson 5	Lesson Name: Double Up	Grade Span: 3–5	Lesson Length: 30–45 minutes
NPES Grade Span Learning Indicators 1.5.16 Demonstrates striking an object with a short-handled implement in a variety of practice tasks. 4.5.8 Identifies physical activity opportunities outside of physical education class. 4.8.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.		Learning Objective(s): Students will demonstrate tennis skills and be able to identify opportunities outside of class to continue using tennis skills.	Equipment Needed: • One racquet per student • One ball per 2 students • Floor tape and court lines to designate net lines and four-square courts
Essential Question: How can the tennis skills we develop in physical education be applied to and practiced in various physical activities outside of class?	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: Meaningful Opportunities Rally Aim Control Short Swing



Instant Activity: Racquet Quickness

Organization: Students will be organized in open space, scattered, each with a racquet.

Description: The goal of the activity is for students to demonstrate skill components and locomotor movements that they have worked on throughout the unit.

- First, students will move through the activity area performing a locomotor movement of the teacher's choice (running, walking, skipping, etc.).
- On signal, while continuing to move with racquets in hand, students move to the perimeter of the activity area and fall in line behind a designated student until a circle is formed.
- Have each student stand the racquet on the tip of its frame, with the handle pointing up in front of them.
- When the teacher calls out either "right" or "left," students let go of their racquet, move in the direction called, and try to catch the racquet next to them before it falls to the ground.
- If everyone has a successful catch, move back a step—if not, move in a step. Try and see how large the circle can get, with everyone being successful.

Fun Fact:

The longest tennis match took 11 hours and 5 minutes to complete.

Lesson 5: Double Up *(continued)*



► Activity #1: Doubles Tossing

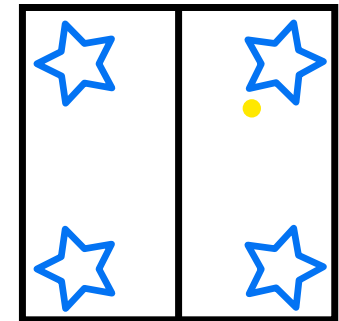
Organization: Students will be organized in groups of four, each with one ball.

Description: The focus of this activity is for students to begin using communication to move the ball toward the other side, as a doubles team.

- First, students will get into a group of four with 2 sets of partners.
- Groups create an activity area with a net (a flat line on the ground).
- Partners are together on one side, facing the other set of partners.
- In doubles pairs, players toss and catch without a racquet over the net.
- Teams take turns putting the ball into play (underhand toss).
- A rally begins with a student tossing the ball, with the ball landing over the net and into the other team's space.
- The individual goal is to work up toward the highest numbered square, following a clockwise rotation.
- Teams then play the point and play first to 10.

Variations:

- Increase or decrease the distance of the partners.
- Alternate partners catching.
- Toss to different areas of the other court.
- Add an additional bounce before a catch.
- Use different ball sizes/types.
- Each activity area can have a bucket of multiple balls to spend less time chasing, more time with skill.
- Safety awareness of rolling tennis balls, students can be directed to push any ball in their court to the out-of-bounds area of the gym.



Doubles Tossing

Check for Understanding:

- Tennis is played by people of all ages! What is an activity we have played in class that you would choose to continue to play as long as you can?
- Why did you choose that activity?

Lesson 5: Double Up *(continued)*

► Activity #2: Doubles Striking

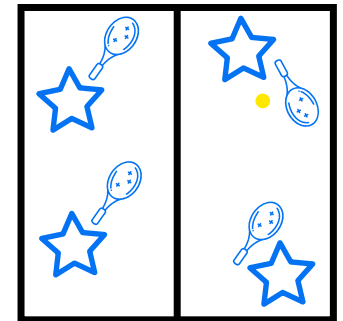
Organization: Students in groups of four with one ball and one racquet each.

Description: The focus of this activity is for students to use communication to move the ball toward the other side, as a doubles team, with racquets.

- First, students will get into a group of four, with 2 sets of partners.
- Groups create an activity area with a net (a flat line on the ground).
- Partners are together on one side, facing the other set of partners.
- A team starts play with a student tossing the ball, or tapping it over the net with their racquet.
- The other team must allow the ball to bounce before striking, and then return with a forehand to get over the net.
- Teams will continue to strike it back and forth until the ball is not played or it is hit out of the playing area.
- Teams then play out the point and the game ends when a team gets to 7 or 11.

Variations:

- Increase or decrease the distance of the partners.
- Alternate partners striking.
- Toss to different areas of the other court.
- Add an additional bounce before a strike.
- Use different ball sizes/types.
- Change partners or opponents.



Doubles Striking



► **Activity #3: Four Square with a Racquet**

Organization:

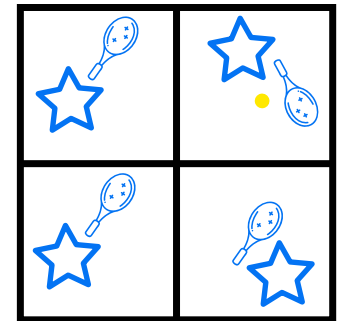
- A four-square court is created using jump ropes, floor tape, rubber lines, etc.
- Each court should have numbers in each square, labeled; 1, 2,3,4. The highest number square is the server position.
- Students are in groups of four to six and assigned to one four-square court.
- Courts should be evenly spread out throughout the activity area.

Description: The goal is to provide students with an opportunity to engage in a culminating activity that can be used outside of the school day.

- First, students will put the ball in play amongst the four players, towards any square on the court.
- The individual goal is to work up toward the highest numbered square, following a clockwise rotation.
- If a player loses a point, they place their racquet down and go to the lowest square. The other players in the game advance on position closer to the high square, also placing their racquet down.
- If there are more than four players, the student losing the point rotates off until they enter back into the game at the lowest square.

Variations:

- Toss and catch to moderate success.
- Use different sizes/types of balls.
- Use palm for hand striking to moderate success.
- Cooperative format: After each point, regardless of who hit the ball out or missed the ball, each student rotates up a spot and a new student from “on deck” rotates into the game.



Four Square with a Racquet



Wrap-Up:

Closure Discussion:

- What skills from the prior activity do you think could be used in other areas?
- What is the reason you decide to participate in physical activity?

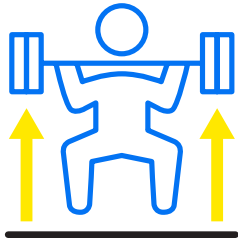
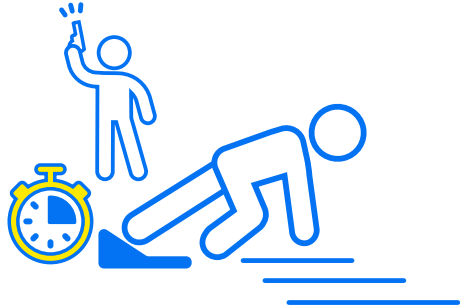
Exit Ticket*:

- Identify 2-3 other activities outside of school, where you can apply the tennis skills you just learned.
- How could you make sure to try them out or participate?

*Access the exit ticket printables in the appendix.

Appendix A: Lesson Handout

Skill-Related Components of Fitness

Word	Definition	Example	Picture
Agility	Moving quickly and changing direction, with control.	Dodging opponents in a game of tag.	
Power	Performing strength movements quickly; combining strength and speed in an explosive motion. Muscles create a large amount of force in a short time.	Jumping high, sprinting fast, and powerlifting.	
Reaction Time	The amount of time it takes to respond to a stimulus, such as; a sound or a visual object.	Reacting to a starter pistol in track or volleying a tennis serve back quickly.	

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.

*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!

1. Today, we practiced using different locomotor skills during tennis activities. Circle the locomotor skills you used during class:

Running

Hopping

Skipping

Jumping

Sliding

Galloping

2. How did you use locomotor skills to move to the ball, quickly and safely? Please choose one locomotor skill and explain in writing.

I think I used _____ the most today.

(Locomotor Skill)

When I was _____ , I noticed I used my body to get to the ball by:

(Locomotor Skill)

Striking Skills

1. Today, we practiced striking objects with control. What type of implement did you use to strike the object? (Circle one)
- Paddle Racquet Bat Other: _____
2. How did you keep control of the ball when striking? Please explain in writing.
- _____

3. How did you demonstrate safe behaviors while practicing striking skills today?
- _____

Respectful Behaviors in Group Activities

1. Today, we practiced striking, sending, and receiving objects. How did you encourage or support your classmates during our activities today?
-
2. What ways could encouraging or supporting someone help your team?
-
3. If you decided NOT to use encouraging words with someone on your team, how could it hurt your team?
-

Sending, Receiving, and Skill-Related Fitness Components

1. Today, we practiced sending and receiving objects. Fill in the blank using the words SENDING or RECEIVING.

When I strike the tennis ball to my partner, I am _____ the tennis ball.

When my partner hits the tennis ball to me, I am _____ the tennis ball.

2. Describe how you used POWER when sending or receiving the ball:

3. Describe how you used REACTION TIME when sending or receiving the ball:

4. How did you use AGILITY to move and position yourself to receive the object?

Identify 2-3 other activities outside of school, where you can apply the tennis skills you just learned. How could you make sure to try them out or participate?

Tennis Skills and Opportunities Outside of Class

1. Describe how you used control and focus while striking the ball:

2. Can you think of a place or time outside of class where you could practice your tennis skills? Please describe your answer in writing.

3. What are some other activities, outside of school, where you can use your striking and tennis skills? Please list 3.

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 _____

1. What locomotor movement can you practice to improve your movement in tennis? Please explain your answer.

2. Describe one way you can improve your striking technique or control in tennis:

3. Can you name another activity or sport where you need to use agility, power, and reaction time? Please explain your answer.

4. Why is it important to keep practicing skills like tennis outside of PE class?

5. Was this USTA Tennis unit meaningful to you? Why or Why Not?

Appendix C: Supplemental Lessons and Resources

► Activity: Lobster Trap

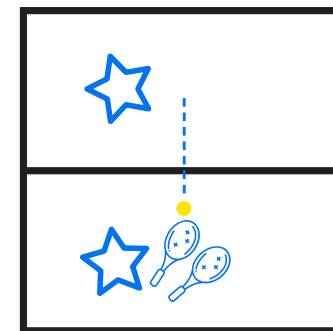
Organization: Students begin in pairs, in open space, standing eight to ten feet apart. One partner will have two racquets and the other partner will have one ball.

Description: The goal of this activity is to continue to encourage others and improve hand-eye coordination when catching and striking.

- First, students will determine who is either the tosser or lobster.
- The player with the ball (the “tossler”) makes an easy underhand toss; the player with the racquets (the “lobster”) catches the ball after the bounce, by trapping the ball between both racquets.
- After trapping the ball, the player turns, drops the ball from the racquets, and drop-hits the ball back to the tosser, using a forehand.
- Change tossers and lobsters on the teachers’ cue.

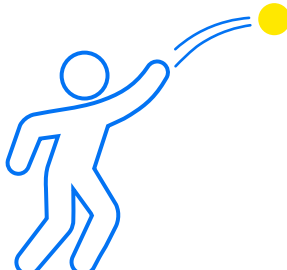
Variations:

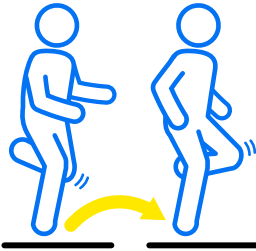
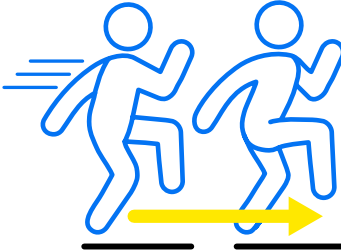
- Hitter can roll the ball back to partner instead of drop-hitting.
- For a challenge, the lobster can be in ready to hit position when they trap the ball (Side facing target).
- Ball can be tossed on different sides and different distances.
- Hitter can hit the ball with the other racquet.
- Once each player has a turn as “tossler” and “lobster”; teacher can have each student send and receive the ball in their space to assess.



Lobster Trap

Appendix D: National Physical Education Standards Critical Elements

Skill	Critical Elements	Visual
Catching	• 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)	Preparation: • Chest face target • Hold ball in both hands at waist level and off center toward throwing side Execution: • 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 Follow-through: • Throwing arm extends toward target	
Striking with Short-Handled Implement	Preparation: • Turn the side body to the target • Start with bringing the paddle or racket back behind bottom • Firm wrist and elbow Execution: • 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	Preparation: • Step forward on lead foot; arms begin back and bent at elbows Main action: • Step together with trail leg touching the heel of lead foot; push-off of trail foot is forceful enough to achieve a flight phase Recovery: • Land on lead foot with knee slightly bent; body stays upright	
Hop	Preparation: • Non-hopping leg bent at 90 degrees Main action: • 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 Recovery: • Lands on hopping leg with bent knee and overall body control	
Skip	Preparation: • Step on one foot; raise opposite knee Main action: • 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 Recovery: • Bend knee slightly on landing leg	
Leap	Preparation: • Run with forceful push-off from one foot and forward extension of the opposite leg Main action: • Legs are fully extended, arms are stretched out for balance; full extension of legs during flight; forward trunk lean Recovery • Land on ball of lead foot; bend knee slightly to absorb force; can recover and step out of leap into a standing position	

Jumping/Landing One- to Two-Foot Jump	Preparation: • Step and push off of one foot with slight knee bend. Main action: • Push off by extending knee and swinging foot forward; bring push-off foot to meet and land on both feet simultaneously. Recovery: • Land on balls of feet with crouch appropriate to absorb height and distance of jump. Arms reach out in front for balance.	
Jumping/Landing Two- to Two-Foot Jump	Preparation: • Take-off crouch and arm position appropriate for height and distance of jump; swings arms back. Main action: • Quick extension of legs and arms Recovery: • Land on balls of feet with crouch appropriate to absorb height and distance of jump. Arms reach out in front for balance	