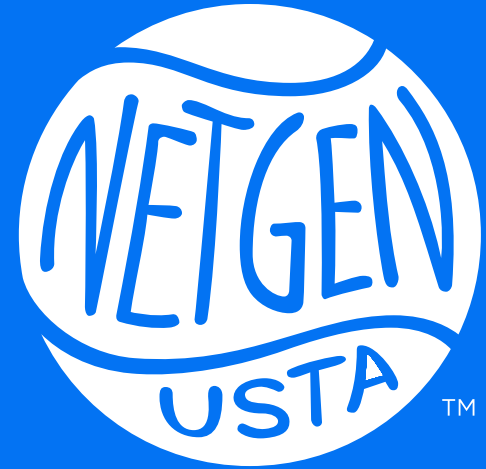


Physical Education Tennis Curriculum

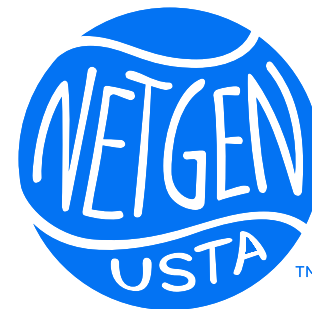
Standards-Based Comprehensive Lesson Plans



Grades 6–8



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.

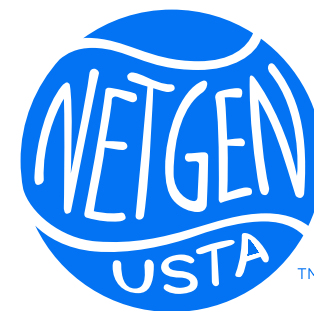
The National Physical Education Standards are utilized as the essential framework and guidance document within the USTA Net Generation Curriculum.

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 6–8 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 6–8 level, allowing for more practice time on skills is important for skill acquisition and self-improvement.

Mix it up during the lesson

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

Lesson Features

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

KEY	
Player	
Ball	
Racquet	
Hula Hoop	
Cone	
Poly-Spot	

Lesson Overview *(continued)*

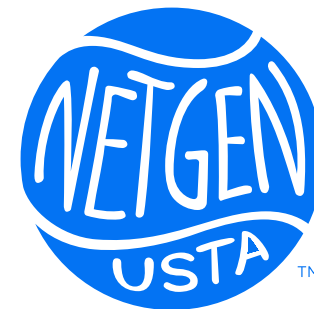


- **Essential Question:** A broad, thought-provoking question that drives the learning process, encouraging deep inquiry and exploration of a subject.
- **Checks for Understanding:** Checks for understanding are critical to student learning and skill acquisition. Throughout the lesson students should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

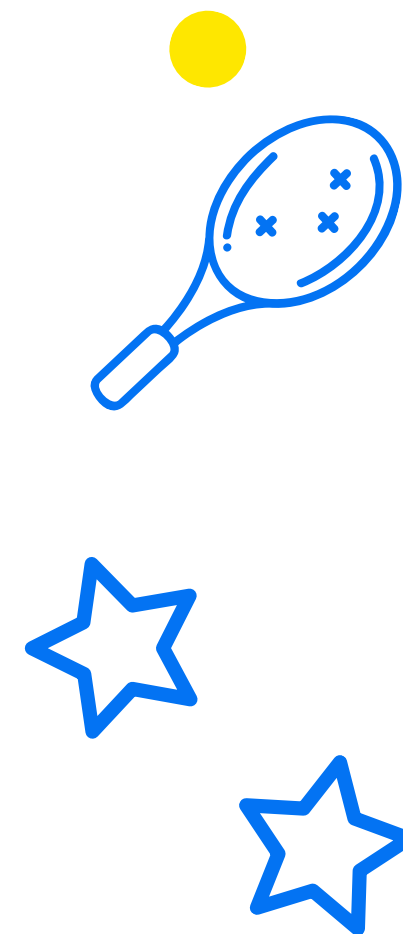
Summative assessment in Physical Education (PE) plays a pivotal role in evaluating students' overall learning at the conclusion of a unit, term, or course. By using summative assessments, educators can determine whether students have met the established learning objectives, which can inform decisions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

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

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SHAPE America National Physical Education Standards



The National Physical Education Standards for grades 6–8, 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 6–8



Lesson #	NPES Grade Span Learning Indicators for USTA Curriculum, Grades 6–8
1	1.8.5 Demonstrates a striking motion with a long-handled implement 1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled implement in a variety of practice tasks and modified small-sided games. 4.8.6 Sets goals to participate in physical activities based on examining individual ability.
2	1.8.5 Demonstrates a striking motion with a long-handled implement. 1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled implement in a variety of practice tasks and modified small-sided games. 4.8.2 Describes how social interaction impacts individual engagement in physical activity.
3	1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled implement in a variety of practice tasks and modified small-sided games. 2.8.4 Selects and applies the appropriate shot and technique in net and wall games 3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment.
4	1.8.11 Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games. 2.8.4 Selects and applies the appropriate shot and technique in net and wall games. 3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations.

(continued)

Lesson #	NPES Grade Span Learning Indicators for USTA Curriculum, Grades 6–8
5	1.8.13 Demonstrates a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games. 2.8.12 4.8.6 Applies knowledge of skill-related fitness to different types of physical activity. Sets goals to participate in physical activities based on examining individual ability.
6	1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense). 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting.
7	1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled implement in a variety of practice tasks and modified small-sided games. 2.8.4 Selects and applies the appropriate shot and technique in net and wall games. 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting.
8	2.8.4 Selects and applies the appropriate shot and technique in net and wall games. 2.8.18 Analyzes skill performance by identifying critical elements. 3.8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher.
9	4.8.4 Connects how choice and personal interests impact individual engagement in physical activity. 4.8.7 Examines opportunities and barriers to participating in physical activity 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.

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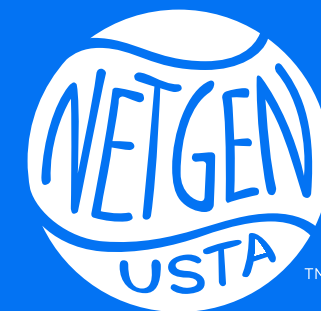


Psychomotor Skill	Equipment Adaptations	Instructional Adaptations	Environmental Adaptations
Locomotor Movement	Visual Aids: • Use brightly colored cones or markers to indicate the running path. • Use visual signs or signals to guide students on when to run or stop.	Inclusive Language: • Use language 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.

(continued)



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

Forehand Groundstroke Fundamentals

Lesson 1	Lesson Name: Forehand Groundstroke Fundamentals	Grade Span: 6–8	Lesson Length: 45–60 minutes
NPES Grade Span Learning Indicators 1.8.5 Demonstrates a striking motion with a long-handled implement. 1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled implement in a variety of practice tasks and modified small-sided games. 4.8.6 Sets goals to participate in physical activities based on examining individual ability.		Learning Objective(s): Students will identify the cues of the forehand groundstroke and demonstrate the skill in small-sided activities. Motor Skill Cues: Forehand Groundstroke • Shakehands grip • Set up sideways with opposite shoulder facing the target • Swing the racquet low to high (start low follow through high) • Make contact with the ball when it is in line with the front foot	
Equipment Needed: • One racquet per student • One tennis ball per student • Cones • Tape or jump ropes		Key Vocabulary: Racquet Face Rally Drop Hit Trap Ready Position Side to Target Low to High Follow Through Eye High	
Essential Question: What are the cues for the forehand groundstroke? How does knowing correct form affect your ability to strike a ball in practice or a game situation?		Safety Considerations: Be sure students are adequately spaced apart when using their racquets and waiting for turns. Regularly remind students to be aware of their space when moving and swinging racquets. Loose tennis balls should be held in student hands or in a pocket. To avoid injuries, if a tennis ball rolls onto a court, students should shout “ball on court” to make other players aware.	



Instant Activity: Exploring Tennis

Organization: Students will explore the equipment independently or with a partner using the designated areas in the gym.

Description: The goal of this activity is to allow students to explore the equipment independently.

- First, students will decide if they choose to explore the equipment independently or with a partner finding space throughout the gym.
- Independent Exploration
 - ▶ Balance the ball on the racquet strings holding the racquet with your palm facing up.
 - ▶ Roll the ball around the edge of the racquet.
 - ▶ Drop the ball on the ground off the racquet then try to catch the ball back on the strings.
 - ▶ Tap the ball into the air under control off the racquet.
 - ▶ Hit the ball against the wall.
 - ▶ Repeat the same activity as above with the palm facing down.
- Partner Exploration
 - ▶ Drop the ball on the ground off the racquet, partner tries to catch it on the back strings of the racquet.
 - ▶ Tap the ball in the air standing close seeing how many attempts without the ball hitting the ground.
 - ▶ Short rally using control with your partner.

KEY	
Player	
Ball	
Racquet	
Hula Hoop	
Cone	
Poly-Spot	

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 1: Forehand Groundstroke Fundamentals *(continued)*



► Activity #1: Rally Over the Line

Organization: Students are with a partner facing each other standing across the line.

Description: The goal of this activity is to allow students to practice rallying with their partner using the forehand groundstroke.

- First, students will review the components of the forehand, practicing without hitting a ball.
- Students will start with drop, hit and catch over the line.
- Partner 1 starts with the tennis ball, dropping it and tapping it to their partner over the line with control.
- Partner 2 catches the ball, after one bounce along the strings of their racquet.
- Students will continue practicing the forehand skill (5 minutes).
- Students will rally with their partner using the same method (drop, hit, without catching the ball) (5-10 minutes).

Variations:

- Increase or decrease the distance between the students.
- Increase the number of bounces before catching.
- Change the equipment (larger racquet/ball, low bounce ball).

Check for Understanding:

- What are the cues for the forehand groundstroke in sequential order?
- How can following the sequence improve your technique?

Lesson 1: Forehand Groundstroke Fundamentals *(continued)*

► Activity #2: Rally Four Square

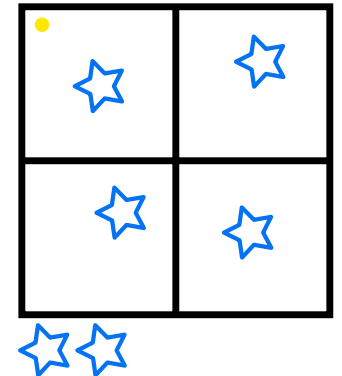
Organization: Create 6-8 four-square courts using jump ropes, gym floor tape, cones, or other equipment available. Students are in groups of 4-6 assigned to one four-square court.

Description: The goal of this activity is for students to work their way up toward the top following a clockwise rotation.

- First, students will choose their entry and top squares.
- The top square will put the ball in play by dropping it and tapping it among other players on the four-square court.
- Students will rally the ball until a point is lost by a player not returning the rally, hitting the ball out, or the ball bouncing more than one time in their square.
- The player that loses the point goes to the lowest square, other players advance one position towards the top square.
- If there are more than 4 players, the player losing the point rotates off the court.
- Players on deck will reenter on the lowest square.
- While players are on deck, have them identify the cues for the forehand as they are performed.

Variations:

- Toss and catch to moderate success.
- Utilize different types of balls (low bounce, larger/smaller).
- Allow more than one bounce in the square.
- Utilize and open palm to moderate success.



Rally Four Square

Wrap-Up:

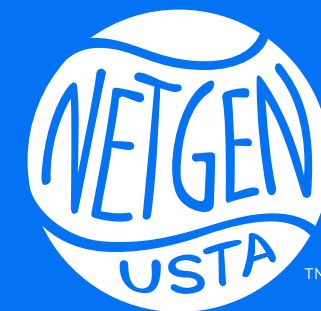
Closure Discussion:

- Describe your strengths and areas for improvement you would like to focus on when developing your forehand stroke.

Exit Ticket*:

- Identify the cues for the forehand stroke. How did your form affect your striking ability?
- What would you change for next time?

*Access the exit ticket printables in the appendix.



Lesson 2

Introduction to Backhand Groundstroke

Lesson 2	Lesson Name: Introduction to Backhand Groundstroke	Grade Span: 6–8	Lesson Length: 45–60 minutes
NPES Grade Span Learning Indicators 1.8.5 Demonstrates a striking motion with a long-handled implement. 1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled implement in a variety of practice tasks and modified small-sided games. 4.8.2 Describes how social interaction impacts individual engagement in physical activity.	Learning Objective(s): Students will describe the cues of the backhand groundstroke and demonstrate the skill using control and accuracy towards a target. Motor Skill Cues: Backhand Groundstroke • Non-dominant hand is placed just above the dominant hand in the “shake hands” position • Dominant hand is in the hammer grip • Turn sideways to the target with the dominant side facing the target • Contact the ball even with the front foot for the two-handed backhand • Move the racquet low to high with the strings pointed toward the target area • Finish toward target (follow through), ending in a ready position	Equipment Needed: • One cone per 2 students • One ball per 2 students • One racquet per student • One spot marker per 2 students • Hula hoops or spot markers Key Vocabulary: Backhand Groundstroke Non-Dominant Dominate Hammer Grip Ready Position Follow Through Target Control Accuracy	
Essential Question: How can understanding and applying key cues of the backhand groundstroke help improve control and accuracy when aiming at a target?	Safety Considerations: Students should be standing across from each other in the same direction when practicing to avoid injury. Remind students how to move in personal space with a racquet and to be mindful of objects on the floor, like a target.		



Instant Activity: Review Forehand and Explore Backhand Groundstrokes

Organization: Students will be organized working independently or with a partner.

Description: The goal of the activity is for students to review the forehand groundstroke and explore the backhand groundstroke independently or with a partner.

- First, students will decide if they choose to explore the equipment independently or with a partner finding space throughout the gym.
- Teacher will review the components of the forehand and introduce the components of the backhand.
- Independent Review (Forehand Groundstroke) and Exploration (Backhand Groundstroke)
 - ▶ Students will find an area using the wall to return the hit using the forehand stroke, striking the ball off of the wall to themselves.
 - ▶ Strike the ball using the flat side of the racquet rotating the wrist palm up, palm down beginning to explore the backhand technique.
- Partner Exploration
 - ▶ Hit the ball against the wall and your partner returns the hit.
 - ▶ Short rally using control with your partner.

Fun Fact:

Did you know that if the ball hits a player's racquet, body or any part of their clothing before it lands, it is their opponent's point (even if it would have gone out)?

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



► Activity #1: Introduction to Backhand Groundstroke

Organization: Students will sit across from a partner in the designated area.

Description: The goal of this activity is for students to become familiar with the backhand groundstroke.

- First students will learn the correct technique of the backhand groundstroke.
- Next students will practice the backhand groundstroke with a partner.
- Students form pairs with one racquet and one tennis ball per pair.
- Each pair stands 10 feet apart.
- Student one tosses the ball underhand so it lands one foot in front of their partner on the backhand side. The student with the racquet hits a backhand back to their partner who catches it off the bounce.
- Change roles on the teachers' cue.

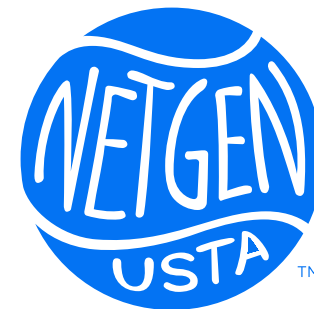
Variations:

- Add a spot marker as a target.
- Change partners.
- Increase/decrease the distance between the students.

Check for Understanding:

- What are the cues for the backhand groundstroke? How can you maintain control when striking the ball?
- How does tennis influence social interactions with your peers?

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



► Activity #2: Backhanders

Organization: Students will work together in pairs facing each other across a designated line with 1 cone and 1 racquet per pair.

Description: The goal of this activity is for students to practice the backhand groundstroke off of a serve (underhand toss).

- First, students will find a partner and decide who will be the hitter holding the racquet, and their partner is the catcher and has the cone and ball.
- The catcher serves (underhand toss) the ball to the hitter's backhand side ensuring the ball lands about two feet in front of their partner. Teacher can mark a spot on the ground to ensure an accurate toss.
- The hitter strikes the ball after one bounce, aiming to return it over the line and send it back to the catcher, who then catches the ball in the cone after one bounce.
- Remind students to get back in ready position after they hit the ball.
- Students switch roles after on the teachers' cue.

Variations:

- Allow the catcher to toss to either the forehand or backhand side for advanced groups.
- Have students drop-hit for the backhand instead of hitting a tossed ball.

Wrap-Up:

Closure Discussion:

- How does maintaining control impact your accuracy when hitting the ball toward a target?

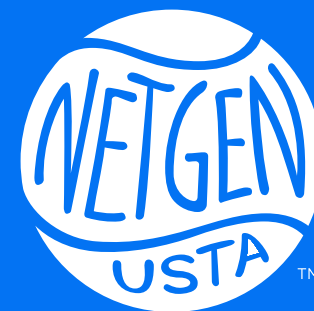
Exit Ticket*:

- Describe the cues of the backhand groundstroke.
- How did you maintain control and accuracy when striking a ball towards the target?

*Access the exit ticket printables in the appendix.

Lesson 3

Forehand/Backhand Combo



Lesson 3	Lesson Name: Forehand/Backhand Combo	Grade Span: 6–8	Lesson Length: 45–60 minutes
NPES Grade Span Learning Indicators 1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled implement in a variety of practice tasks and modified small-sided games. 2.8.4 Selects and applies the appropriate shot and technique in net and wall games. 3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment.	Learning Objective(s): Students will compare and contrast the forehand/backhand groundstrokes and demonstrate the appropriate shot and technique in modified activities. Motor Skill Cues: Forehand Groundstroke • Shakehands grip • Set up sideways with opposite shoulder facing the target • Swing the racquet low to high (start low follow through high) • Make contact with the ball when it is in line with the front foot Motor Skill Cues: Backhand Groundstroke • Non-dominant hand is placed just above the dominant hand in the “shake hands” position • Dominant hand is in the hammer grip • Turn sideways to the target with the dominant side facing the target • Contact the ball even with the front foot for the two-handed backhand • Move the racquet low to high with the strings pointed toward the target area • Finish toward target (follow through), ending in a ready position	Equipment Needed: • One racquet • One ball per student • Foam/low bounce balls • Cones • Buckets (if available) • Tape/jump rope • Hula hoops or targets • Spot markers Key Vocabulary: Forehand Groundstroke Backhand Groundstroke Technique Hammer Grip Drop Hit Trapping Control Accuracy Ready Position	
Essential Question: Why is it important to examine the cues and performance of skills when considering shot choice and/or technique in a game setting?		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: Review Backhand Groundstroke

Organization: Students will be organized working independently or with a partner.

Description: The goal of the activity is for students to review the backhand groundstroke independently or with a partner.

- First, students will decide if they choose to explore the equipment independently or with a partner finding space throughout the gym.
- Teacher will review the components of the backhand groundstroke.
- Independent Review (Backhand Groundstroke)
 - ▶ Students will find an area using the wall to return the hit using the backhand groundstroke, striking the ball off of the wall to themselves.
- Partner Review (Backhand Groundstroke)
 - ▶ Hit the ball against the wall and your partner returns the hit.
 - ▶ Short rally using control with your partner.
 - ▶ Provide feedback to your partner as they are practicing the backhand groundstroke.

Fun Fact:

Women used to wear full-length dresses while playing in the Wimbledon Championships.

Lesson 3: Forehand/Backhand Combo *(continued)*

► Activity #1: Ice Cream Cones with a Partner

Organization: Students are in pairs with 1 racquet, 1 tennis ball and cone or bucket. Students are to find open space and stand approximately 10 feet away from each other. One student is to be the hitter (with racquet) and their partner is to be the catcher (with the ball and cone or bucket).

Description: The goal of this activity is for students to practice hitting a forehand and backhand groundstroke towards a target using the correct technique. Since the backhand was recently covered, this activity should be using either the forehand or backhand.

- First students set up sideways with the opposite shoulder facing front to the target.
- Swing moves low to high (start low and follow through high).

Teacher instructs the student to do the following:

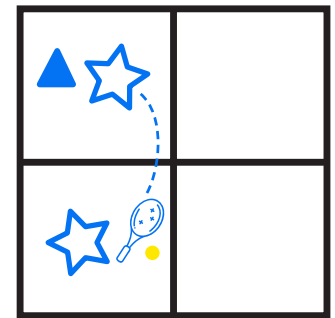
- The catcher underhand tosses the ball to the hitter's forehand or backhand side ensuring the ball lands approximately a foot in front of their partner (use a spot marker if required to assist with this).
- The hitter lets the ball bounce once and returns the ball with the forehand/backhand over the net, back to the catcher who catches the ball in the cone or bucket after one bounce.
- Teams change roles on the teachers' cue (catcher becomes the hitter and the hitter the catcher).

Variations:

- One point for every time the ball is hit and caught over the net successfully.
- Remove the racquet and perform the sequence of toss, bounce, and catch.

Check for Understanding:

- How are the forehand and backhand techniques similar? Different?
- How does using different shots increase the number of times you are able to rally?
- Why is it important to demonstrate appropriate behavior when learning new skills such as tennis?



Ice Cream Cones with a Partner

Lesson 3: Forehand/Backhand Combo *(continued)*

► Activity #2: Rally Over the Line (Backhand Trapping)

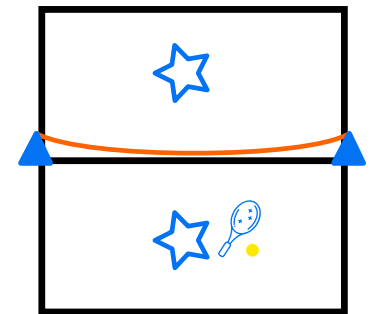
Organization: Students will work together with a partner standing across a line. Each student will have a racquet and 1 ball per pair.

Description: The goal of this activity is for students to practice a rally with their partner using the backhand groundstroke.

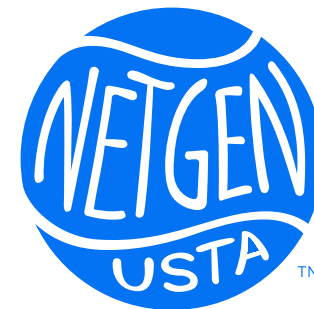
- First, students will stand across a line from their partner.
- One student starts with the ball, dropping it and tapping it (using the forehand groundstroke) over the line to their partner.
- Partner then traps the ball along the strings of their racquet and drop hits a backhand back to their partner.
- Groups continue to do this until they can successfully drop, hit, and trap 10 times in a row.
- After five minutes, have students rally over the line without trapping the ball.

Variations:

- Increase the number of times in a row they have to successfully rally.
- Increase the distance between the students.
- Students can change partners.



Rally Over the Line



► Activity #3: Racquet Swap

Organization: Students will work together in groups of 2 or 4 standing on each side of the playing area.

- One pair of students has a ball while the other two students on the other side have one racquet.
- Ensure there is plenty of space between each team.
- Place a spot marker in front of each pair; students cannot move in front of this marker until it is their turn.
- Place three hula hoops/ targets in front of the tossing team so that students are learning to hit in various spaces on the court.

Description: The goal of this activity for students is to understand when to use a forehand and backhand groundstroke to return the ball.

- First students will wait for the teacher's signal at their designated court/practice area.
- On the teacher's signal, the student with the ball underhand-tosses over the line and moves behind their teammate.
- The student with the racquet rallies the ball over the line, aiming to land it in one of the targets, then passes the racquet to the team member behind them, moving behind their teammate.
- Tossing students attempt to catch the ball after it bounces once.
- The team member then follows the same sequence.
- Play the game with all team members going through the activity until the teacher instructs them to change roles.
- Remind students to be in a ready position when hitting and catching.

Variations:

- Allow the ball to bounce twice.
- Have students only toss on the backhand side.
- Have the teams work together, counting consecutive rallies.
- Add more targets.
- Make targets larger/smaller.
- Remove targets.



Wrap-Up:

Closure Discussion:

- Explain why understanding both techniques for the forehand and backhand groundstrokes is important when playing tennis.

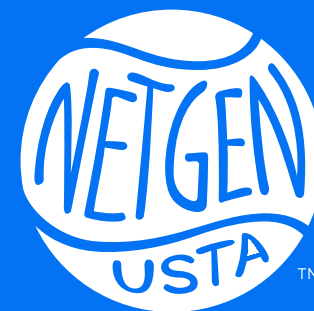
Exit Ticket*:

- Compare and contrast the forehand and backhand groundstrokes.
- How do you determine which shot is most appropriate when engaging in tennis activities?

*Access the exit ticket printables in the appendix.

Lesson 4

Underhand Serve



Lesson 4	Lesson Name: Underhand Serve	Grade Span: 6–8	Lesson Length: 45–60 minutes
NPES Grade Span Learning Indicators 1.8.11 Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games. 2.8.4 Selects and applies the appropriate shot and technique in net and wall games. 3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations.		Learning Objective(s): Students will identify the cues for the underhand serve and demonstrate serving crosscourt using control and accuracy in practice or a modified game. Motor Skill Cues: Underhand Serve • Keep the ball at waist level and allow it to drop onto the racquet face. • Leave the racquet face open. • Swing through the ball.	
Essential Question: How can one enhance their control and accuracy effectively when engaging in a modified game?		Equipment Needed: • One racquet • One ball per student • Foam/low bounce balls • Cones • Buckets (if available) • Tape/jump rope • Hula hoops or targets • Spot markers Key Vocabulary: Underhand Serve Control Accuracy Crosscourt Service Line Service Bos Baseline Alley	
		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: Volley Review

Organization: Students are partnered across the net, about four feet apart. 1 racquet and 1 ball per pair.

Description: The goal of this activity is for students to review the volley using the correct technique.

- Teacher reviews and demonstrates a volley.
- First, students will be grouped with a partner and go to the designated court or playing area.
- One student starts on the baseline and the other student starts across from them at the net.
- Each student has a racquet and one ball per pair.

Variations:

- Allow players having success to stop trapping and try to keep a continuous rally going.
- Student tosses the ball to the player at the net to volley.

Fun Fact:

A “rally” is where two people hit the ball back and forth to each other. The world record for longest rally happened in Germany and was 50,970 shots in a row.

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

► Activity #1: Three Ball Challenge Crosscourt

Organization: Students on opposite sides on the net with one racquet and one ball per pair.

Description: The goal of this activity is for students to practice underhand serving the ball crosscourt with control and accuracy.

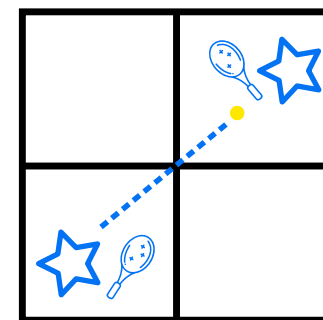
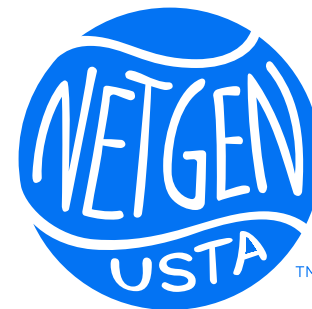
- First, students will be grouped with a partner and go to the designated court or playing area.
- Student 1 begins the point with a serve (underhand toss), which is to land over the net crosscourt (diagonal) and in Student 2's court.
- Student 2 lets the ball bounce once and then returns the ball back over the net to Student 1.
- Student 1 lets the ball bounce once and then returns the ball back over the net to Student 2; student 2 aims to catch the ball with their racquet after one bounce.
- Play is stopped. This sequence is known as a three-ball play.
- Continue the sequence, changing who serves each time.
- Switch partners every five minutes.

Variations:

- Have students aim to hit the ball so their partner is challenged to try and catch it.
- Play the rally out after three shots.
- Serve can be a bounce hit.

Check for Understanding:

- How can you maintain control when underhand serving?
- How can your opponent have an advantage if you serve without having control?
- Why is it important to have rules when participating in a game?



Three Ball Challenge

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

► Activity #2: Pinpoint Serves

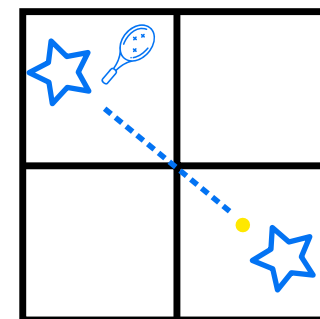
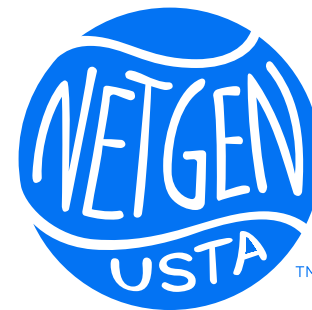
Organization: Students in pairs diagonal from each other across the net/net tape, with one racquet and one ball per pair.

Description: The goal of this activity is for students to engage in practicing serving the ball cross-court to their partner.

- First, teacher introduces the rules regarding serving (service lines, in, out, fault, double fault, service box, and diagonal).
- Students will be grouped with a partner and go to the designated court or playing area.
- Hold the racquet with the hammer grip.
- Stand with feet shoulder-width apart (non-dominant side forward) with weight on the back foot.
- Drop the ball, making contact before the ball bounces, and swing low to high shifting body weight to the front foot.
- Student 1 underhand-serves the ball into their partner's side of the court, aiming to clear the net.
- Student 2 allows the ball to bounce before catching the ball and underhand- tossing the ball back to student 1.
- Student 1 serves the ball until the teacher instructs the students to switch roles.

Variations:

- Students throw overhand for a serve.
- Increase/decrease the size of the court.
- Serve straight ahead if there is a lack of play space.



Pinpoint Serves



► **Activity #3: Pinpoint Serves Competition**

Organization: Students in pairs diagonal from each other across the net/net tape, with one racquet and one ball per pair. Please provide the Skill-Related Components of Fitness handout to students, from the appendix, and discuss the various definitions of the components.

Description: The goal of this activity is for students to engage in practicing serving the ball cross-court to their partner.

- First, students will be paired with a partner and go to the designated court or playing area.
- Student 1 underhand-serves and student 2 returns the serve with a groundstroke.
- Student 1 catches the ball, and play is stopped.
- Student 1 serves again, continuing the sequence.
- After five serves, switch.
- After two rounds of serve/return practice, allow students to rally after the serve until a point is scored.
- Remind the catcher to be in a ready position to be able to catch the serve.
- Student 1 serves the ball until the teacher instructs the students to switch roles.

Variations:

- Students throw for a serve.
- Remove the return from the game.
- Increase/decrease the size of the court.
- Use a line on the ground as the “net.”

Wrap-Up:

Closure Discussion:

- What rules of tennis apply to the underhand serve?
- How can body positioning affect the control and accuracy of your serve?

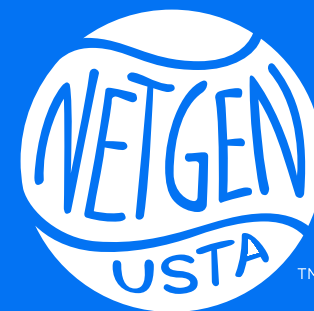
Exit Ticket*:

- What are the cues for the underhand serve?
- How did you modify your serve when trying to enhance control and accuracy?

*Access the exit ticket printables in the appendix.

Lesson 5

Volleying



Lesson 5	Lesson Name: Volleying	Grade Span: 6–8	Lesson Length: 45–60 minutes															
NPES Grade Span Learning Indicators 1.8.13 Demonstrates a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games. 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. 4.8.6 Sets goals to participate in physical activities based on examining individual ability.	Learning Objective(s): Students will analyze volley skills and adapt their technique using their knowledge of Skill Related Fitness Components (SRFC) in practice or a modified game. Motor Skill Cues: Volley • Hammer grip: The “hammer” grip is used for the volley. The wrist is held firm. • Split step: Small steps toward the net while slightly rotating the upper half of the body to the target before contacting the ball. • Block: The ball is contacted in front of the body; the ball is blocked, not hit. There is no follow-through. (Students can choke up on the racquet or use two hands initially to develop control.)		Equipment Needed: • One racquet • One ball per student • Cones • Nets • Tape/jump ropes • Spot markers															
	Essential Question: How can understanding the Skill Related Components of Fitness help to improve one’s skill?	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: <table><tr><td>Volley</td><td>Balance</td></tr><tr><td>Technique</td><td>Coordination</td></tr><tr><td>Skill-Related Fitness Components</td><td>Power</td></tr><tr><td>Force</td><td>Reaction Time</td></tr><tr><td>Adapt</td><td>Speed</td></tr><tr><td>Analyze</td><td>Hammer Grip</td></tr><tr><td>Agility</td><td>Block</td></tr><tr><td></td><td>Split Step</td></tr></table>	Volley	Balance	Technique	Coordination	Skill-Related Fitness Components	Power	Force	Reaction Time	Adapt	Speed	Analyze	Hammer Grip	Agility	Block	
Volley	Balance																	
Technique	Coordination																	
Skill-Related Fitness Components	Power																	
Force	Reaction Time																	
Adapt	Speed																	
Analyze	Hammer Grip																	
Agility	Block																	
	Split Step																	



Instant Activity: 3-2-1 Juggle Rally

Organization: Students will be organized into pairs across the net, standing between the baseline and net. Each student has a racquet and one ball per pair.

Description: The goal of the activity is for students to engage in maintaining a rally with control.

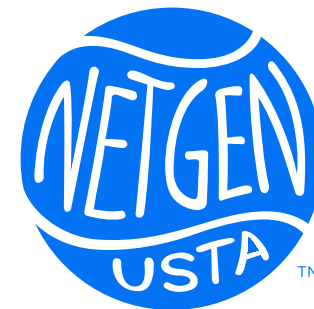
- First, students will find a partner and designated space.
- Student 1 stands with a racquet between the baseline and net and self-rallies (tap up and bounce) the ball three times and then hits it to student 2 on the other side of the net.
- Student 2 then self-rallies three times before returning the ball back over the net to student 1.
- Do three juggle rallies, then two juggle rallies, followed by one juggle rally.

Variations:

- Complete three juggle rallies, then two, then one, then two, then three again.
- Rally over a line instead of a barrier.
- Students increase or decrease their distance from each other.

Fun Fact:

The oldest major tennis tournament in the world is called Wimbledon. On top of the trophy that goes to the winner is something kind of strange: a pineapple.



► Activity #1: Volley Progression

Organization: Students are partnered across the net, about four feet apart. One racquet and 1 ball per pair.

Description: The goal of this activity is for students to develop an understanding of a volley using the correct technique.

- Teacher explains and demonstrates a volley.
 - A volley is a shot that is struck before the ball bounces and is blocked with the racquet held firmly in the path of the ball.
 - There is no swing with the volley shot and the ball is contacted out in front of the body.
- First, students will be grouped with a partner and go to the designated court or playing area.
- Students take turns stepping forward and underhand-tossing to each other.
- The catcher catches the ball with their hand shoulder height at their side and in front of their body.
- Complete this sequence until the teacher has one partner retrieve a racquet.
- One partner stands four steps back from the net (tossers) and their partner (volleyer) stands two steps from the net.
- The tosser steps forward and tosses the ball underhand to the volleyer.
- The volleyer blocks the ball with their racquet at shoulder height, at the side and in front of their body.
- On the teachers' cue, both sides swap roles, with the tosser becoming the volleyer, and the volleyer becomes the tosser.

Variations:

- Move students closer to each other.
- Tossers stand on the baseline and bounce hit the ball to the volleyer.
- Racquets are not used and the volleyer catches the ball and underhand tosses the ball back.
- The volleyer starts between the baseline and net and moves towards the net when the tosser commences the point.

Check for Understanding:

- How can you predict the amount of force that is needed to block the ball in order for it to return over the net in a volley?
- Teacher provides the Skill-Related Components of Fitness handout from the appendix. Ask students: After referring to your handout, what skill related components of fitness are most important for performing a volley in tennis?



► **Activity #2: Volley to Volley**

Organization: Students partnered across the net, about four feet apart. One racquet per student and one ball per pair.

Description: The goal of this activity is for students to practice hitting a volley off of a forehand backhand hit.

- First, students will rally using a forehand or backhand hit.
- One partner tosses the ball to forehand or backhand (teacher's choice) and they attempt to volley back and forth on that side.
- The teacher should provide additional time for students to make connections to the Skill-Related Components of Fitness, using the handout.

Variations:

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

Lesson 5: Volleying *(continued)*

► Activity #3: Volley Cooperative

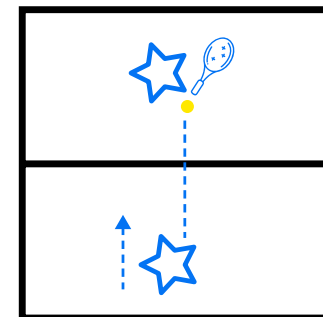
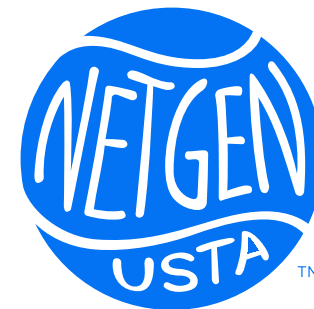
Organization: One student starts on the baseline and the other student starts across from them at the net. Each student has a racquet and one ball per pair.

Description: The goal of this activity is for students to engage in returning the ball with a volley off of a forehand groundstroke from their partner.

- First, students will be grouped with a partner and go to the designated court or playing area.
- One student starts on the baseline and the other student starts across from them at the net.
- Each student has a racquet and one ball per pair.
- Student 1 drop-hits the ball to Student 2, at the net, who volleys the ball back. The rally continues until a mistake is made. Continue until the teacher has the students switch roles.

Variations:

- Allow the player at the baseline to trap, bounce, and hit the ball back to the player at the net.
- Student at the baseline catches and tosses the ball to the player at the net to volley.



Volley Cooperative

Wrap-Up:

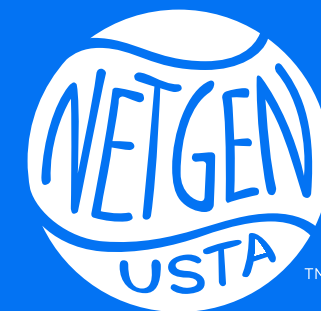
Closure Discussion:

- Describe the Skill Related Components of Fitness used to volley in tennis. How did identifying specific Skill-Related Components help you consider future improvements?

Exit Ticket*:

- After analyzing your volley skills, what skill-related fitness component will you focus on to adapt your technique?
- Describe how improving the component contributes to your performance in volleying.

*Access the exit ticket printables in the appendix.



Lesson 6

Court Coverage Movement and Technique

Lesson 6	Lesson Name: Court Coverage Movement and Technique	Grade Span: 6–8	Lesson Length: 45–60 minutes
NPES Grade Span Learning Indicators 1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense). 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting.		Learning Objective(s): Students will describe how movement patterns create space and demonstrate a variety of techniques to create space on offense during gameplay.	Equipment Needed: • One racquet • One tennis ball per student • Cones • Tape/jump rope • Nets • Indoor or low bounce tennis balls Key Vocabulary: Offense Movement Patterns – Zig Zag Curve Diagonal Horizontal Forward Ready Position Technique Create Space Court Coverage Communication
Essential Question: Why is it important to have appropriate spacing on offense, in tennis?	Safety Considerations: Be sure courts are spaced throughout the gym to provide adequate practice/playing area. Use low bounce balls for smaller court sizes depending on dimensions of gym. Be sure students are aware of their space when moving if racquets are placed on the floor.		



Instant Activity: Rally the Ball (Review)

Organization: Students are in pairs facing each other across the net/net tape with 2 racquets and 1 ball per pair.

Description: The goal of this activity is for students to apply strategies and tactics to return the ball during a rally with their partner.

- First, students will find a partner and go to their designated court/playing area.
- Playing in only half the length of the court, students play singles points.
- Student 1 serves the ball with an underhand toss or simple service action.
- Student 2 returns the ball after one bounce and the point is played out in the narrow space.
- Switch partners every five minutes.

Variations:

- Play first to seven points.
- Widen boundaries.
- Have one student serve and catch the returned ball for five tosses while one student hits.
- Change server after every two points.

Fun Fact:

The four biggest tennis tournaments in the world are called “Grand Slams”; the countries they’re played in are Australia, France, England and the United States.

Lesson 6: Court Coverage Movement and Technique *(continued)*

► Activity #1: Three Ball Challenge

Organization: Students in pairs facing each other across the net/net tape with a racquet for each student and one ball per pair.

Description: The goal of this activity is for students to engage in moving to the ball in order to return it over the net using different movement patterns.

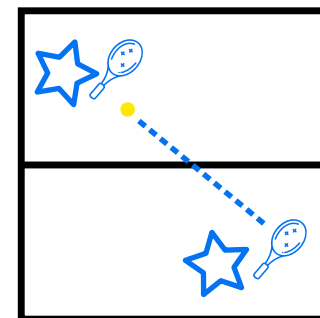
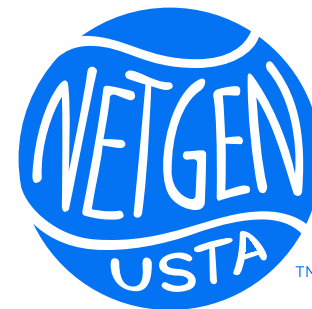
- First, students will find a partner and go to their designated court/playing area.
- Student 1 begins the point with a serve (underhand toss) or drop hit, which is to land over the net crosscourt (diagonal) and in student 2's court.
- Student 2 lets the ball bounce once and then returns the ball back over the net to student 1.
- Student 1 lets the ball bounce once and then returns the ball back over the net to student 2; student 2 aims to trap the ball with their racquet after one bounce.
- Play is stopped. This sequence is known as a three-ball play.
- Continue the sequence, changing who serves each time.
- Switch partners every five minutes.

Variations:

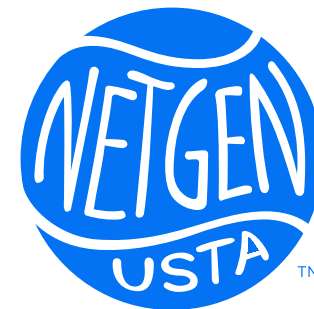
- Have students aim to hit the ball so their partner is challenged to try and catch it.
- Play the rally out after three shots.
- Serve can be a bounce hit.

Check for Understanding:

- How should you move on the court, to return the ball offensively?
- What techniques did you use to create space during gameplay?



Three Ball Challenge



► Activity #2: Tag Team Singles

Organization: Students will form teams of 4-7 students on opposite sides of the net. Each student has a racquet and two balls per team (store the extra ball in a safe place) and are in a single-file line behind the baseline.

Description: The goal of this activity is for students to practice communication skills to their teammates on offense.

- First, students will be divided into groups of 4-7 by the teacher or using a grouping method (toe to toe, counting off 1-4, grouping app).
- The first person in line on one team bounce hits a cooperative ball to the first person in line on the opposite side of the net and rotates to the end of the line. That person bounce hits a cooperative ball back to their opponent and rotates to the end of their line.
- After two cooperative rallies, the point is played out until a mistake is made with each player rotating to the end of their line after they hit or attempt to hit the ball.
- Continue to play the same team until the teacher blows the whistle.
- The teacher will have all teams on the same side move one team to the right and play the same game against the new team.

Variations:

- One side with racquets, one side tosses.
- No racquets, each side tosses.
- Start with cooperative games for longest rallies then change to competitive.

Wrap-Up:

Closure Discussion:

- What are some challenges you faced when trying to create space, and how did you overcome them?
- How do defensive players impact your ability to create space, and what adjustments can you make to succeed?

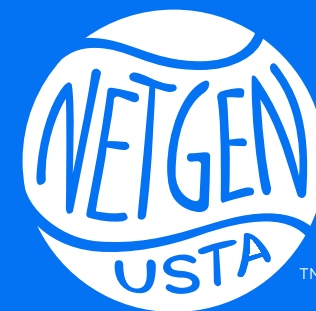
Exit Ticket*:

- Describe different movement patterns and techniques you implemented on offense to create open space.

*Access the exit ticket printables in the appendix.

Lesson 7

Introduction to Strategies and Tactics



Lesson 7	Lesson Name: Introduction to Strategies and Tactics	Grade Span: 6–8	Lesson Length: 45–60 minutes
NPES Grade Span Learning Indicators 1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled implement in a variety of practice tasks and modified small-sided games. 2.8.4 Selects and applies the appropriate shot and technique in net and wall games. 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting.	Learning Objective(s): Students will identify strategies and tactics related to maintaining a rally and demonstrate the appropriate shot in modified activities. Motor Skill Cues: Forehand Groundstroke • Shakehands grip • Set up sideways with opposite shoulder facing the target • Swing the racquet low to high (start low follow through high) • Make contact with the ball when it is in line with the front foot Motor Skill Cues: Backhand Groundstroke • Non-dominant hand is placed just above the dominant hand in the “shake hands” position • Dominant hand is in the hammer grip • Turn sideways to the target with the dominant side facing the target • Contact the ball even with the front foot for the two-handed backhand • Move the racquet low to high with the strings pointed toward the target area • Finish toward target (follow through), ending in a ready position	Equipment Needed: • One racquet • One ball per student • Cones • Jump ropes • Targets (spot markers/ hula hoops) Key Vocabulary: Forehand Stroke Backhand Stroke Tactic Strategy Rally Ready position Follow Through Target Aim Accuracy Control	
Essential Question: How can understanding and applying strategies and tactics improve our ability to rally and perform effective shots in game situations?	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: What's Your Record?

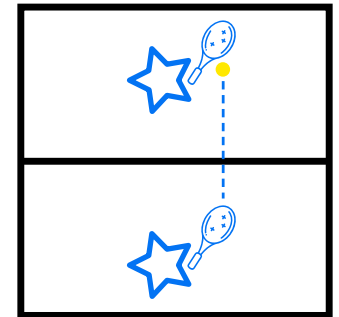
Organization: Students in pairs facing each other across the “net” with one racquet each and one ball per pair.

Description: The goal of the activity is for students to engage in when to return the ball using a forehand and backhand stroke to maintain a rally with their partner.

- First, students will find a partner and go to their designated court or playing area.
- Student 1 overhand throws (serves) the ball into their partner’s side of the court, aiming to clear the net.
- Student 2 allows the ball to bounce once and then returns the ball by hitting it with their racquet, aiming to return the ball over the net and back to their partner’s side.
- The rally continues using groundstrokes only, counting how many rallies the pair can return.
- Ensure students work cooperatively to see how many rallies they can achieve, trying to beat their previous score each time.
- On the teacher’s cue, student 2 becomes the thrower.

Variations:

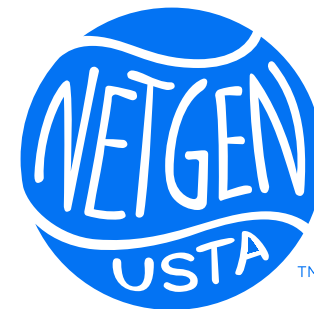
- Add targets for the students to aim for.
- Switch from an overhand throw to an underhand toss.
- Eliminate the throw and have students drop-hit the ball into play.
- Only one student plays with the racquet, and their partner only throws.



What's Your Record?

Fun Fact:

Georgina Garcia Perez has the fastest women's serve at 136.7 mph. Sam Groth was recorded to have the fastest serve at 163.7 mph.



► Activity #1: Can't Stop

Organization: Students will be organized into pairs facing each other across a line; each student has a racquet and 1 ball per pair.

Description: The goal of the activity is for students to engage in when to return the ball using a forehand and backhand groundstroke to maintain a rally with their partner.

- Define what a strategy is in tennis. What is a tactic?
- Teacher will give examples of tactics to maintain a rally in a game situation (hitting the ball close to their partner, having control of power, etc.).
- First, students will find a partner and go to their designated court/playing area.
- One student starts with the ball, dropping it and tapping it over the line to their partner.
- Students rally over the line continuously using the forehand or backhand.

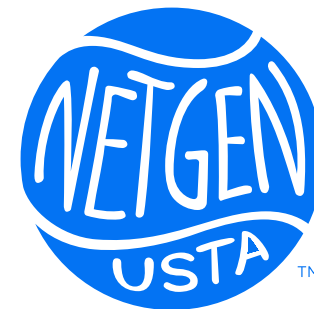
Variations:

- Increase the number of times in a row students have to successfully rally.
- Increase the distance between the students.
- Students can change partners.
- Have students drop, hit, and catch the ball instead of continuously rallying.

Check for Understanding:

- What is one strategy/tactic you can apply to maintain a rally?
- How do implementing strategies and tactics affect your skills during game play?
- How did you communicate with your partner to maintain a rally?

Lesson 7: Introduction to Strategies and Tactics *(continued)*



► Activity #2: Rally the Ball

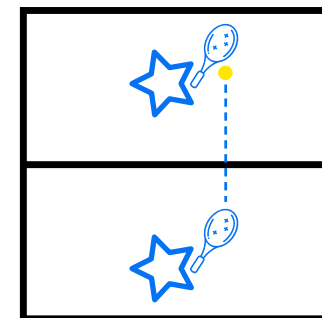
Organization: Students are in pairs facing each other across the net/net tape with 2 racquets and 1 ball per pair.

Description: The goal of this activity is for students to apply strategies and tactics to return the ball during a rally with their partner.

- First, students will find a partner and go to their designated court/playing area.
- Playing in only half the length of the court, students play singles points.
- Student 1 serves the ball with an underhand toss or drop hit.
- Student 2 returns the ball after one bounce and the point is played out in the narrow space.
- Switch partners every five minutes.

Variations:

- Play first to seven points.
- Widen boundaries.
- Have one student serve and catch the returned ball for five tosses while one student hits.
- Change server after every two points.



Rally The Ball

Wrap-Up:

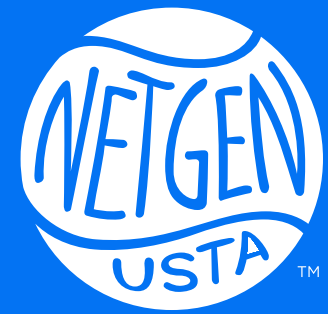
Closure Discussion:

- Describe the strategies and tactics you planned and executed that were not successful when rallying.
- How did you modify your unsuccessful strategies/tactics to improve?
- Why is communication important when creating a strategy or tactic during game play?

Exit Ticket*:

- Identify 3 strategies and tactics you used to maintain a rally.
- Describe how your shot selection during play allowed you to maintain a rally.

*Access the exit ticket printables in the appendix.



Lesson 8

Applying Feedback to Improve Skills and Technique

Lesson 8	Lesson Name: Applying Feedback to Improve Skills and Technique	Grade Span: 6–8	Lesson Length: 45–60 minutes
NPES Grade Span Learning Indicators 2.8.4 Selects and applies the appropriate shot and technique in net and wall games. 2.8.18 Analyzes skill performance by identifying critical elements. 3.8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher.		Learning Objective(s): Students will provide and implement feedback on a variety of skills and adapt their technique to improve their hitting performance in practice or a modified game.	Equipment Needed: • One racquet • One ball per student Key Vocabulary: Feedback Technique
Essential Question: How can receiving feedback on your hitting performance help you improve your technique?	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: Get to 5! (Toss)

Organization: Students are to form pairs with a student on opposite sides of the net standing in the area designed by the students. Each student has a racquet and one ball per pair.

Description: The goal of this activity is for students to:

- Student 1 begins the point with a serve (overhand throw) or bounce hit to Student 2.
- Student 2 allows the ball to bounce once before returning the ball over the net.
- Play continues until the players rally the ball five times in a row.
- See how many continuous rallies of five the players can achieve in five minutes.

Variations:

- Serve can be an underhand toss or underhand serve.
- Increase the space, making the boundaries larger.

Fun Fact:

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

Lesson 8: Applying Feedback to Improve Skills and Technique *(continued)*



► Activity #1: Toss, Volley, Catch

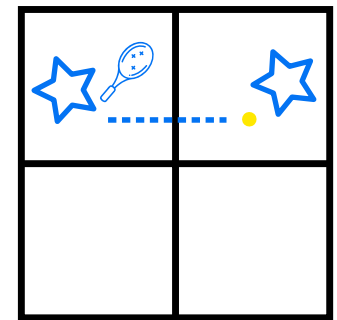
Organization: Students in pairs facing each other across the net, with one ball and one racquet per pair.

Description: The goal of this activity is for students to engage in practicing their volley and provide peer feedback to improve their skills.

- First, students will be grouped with a partner and go to the designated court or playing area.
- Students form pairs, with one student on one side of the net between the net and baseline (tosser), and the other student at the net on the other side (volleyer).
- Student 1 (tosser) steps forward and underhand-tosses the ball to the volleyer.
- The volleyer blocks the ball out of the air and out in front of their body and returns the ball to the tosser.
- The tosser aims to catch the ball after one bounce.
- Complete this sequence five times.
- After completing the sequence five times, swap roles, with the tosser becoming the volleyer and the volleyer becoming the tosser.

Variations:

- Use a larger ball.
- Provide targets on the court for the volleyer to encourage students to aim at various spaces on the court.
- No racquets are used, and the volleyer must catch the ball.
- Have the volleyer start between the net and baseline and move up to the net when the tosser throws.



Toss, Volley, Catch

Check for Understanding:

- What is effective feedback? Provide an example.
- How did you apply the feedback you were given from your partner?

Lesson 8: Applying Feedback to Improve Skills and Technique *(continued)*



► Activity #2: Volley Villain

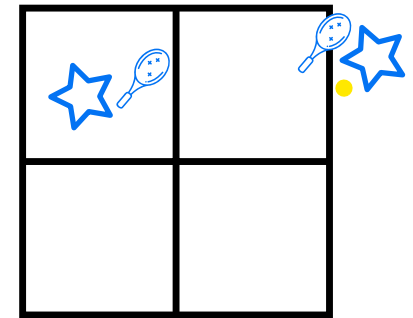
Organization: Students in pairs facing one another across the net, with one student at the baseline (server) and the other student (volleyer) at the net.

Description: The goal of this activity is for students to engage in practicing serving the ball cross court to their partner.

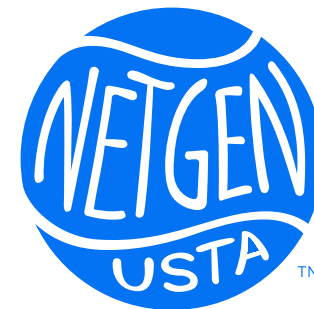
- First, students will be grouped with a partner and go to the designated court or playing area.
- Student 1 serves (bounce-hits) the ball over the net to the volleyer from the baseline.
- The volleyer blocks the ball out of the air and out in front of their body, and sends the ball back to the server.
- The point is then played out.
- Play first to five points and then swap roles, with the server becoming the volleyer and the volleyer the server.

Variations:

- Use a larger ball.
- Provide targets on the court for the volleyer to encourage students to use various spaces on the court.
- Play to fewer points.
- Allow students to use an underhand serve.
- Start with a toss or throw.



Volley Villain



► Activity #3: Play it Out

Organization: Students in pairs facing each other across the net, each with a racquet and two balls per pair.

Description: The goal of this activity is for students to engage in a modified game and apply constructive feedback to improve their skills and technique. See “Peer Feedback Worksheet” from the appendix, for use in this activity.

- First, students will be grouped with a partner and go to the designated court or playing area.
- Remind students to face the strings in the direction they want the ball to go.
- Student 1 begins the point with an underhand serve from behind the baseline, landing over the net in student 2’s court.
- If the first serve is not successful, then a second serve can be taken, which may be a bounce hit or overhand throw. (make sure the second ball is stored properly).
- Student 2 lets the ball bounce once and then returns the ball back over the net to student 1’s court.
- Student 1 moves to the ball and aims to keep the rally going by hitting the ball back.
- Students make sure they call the ball in or out.
- Students swap serves every two points.
- Play first to 7 or 11 points.
- Encourage students to use multiple shots (e.g., volley, forehand, backhand).

Variations:

- Only allow one serve.
- Switch opponents after every match.

Wrap-Up:

Closure Discussion:

- Describe the feedback you provided to others today. How do you know it was useful or effective for your peer?

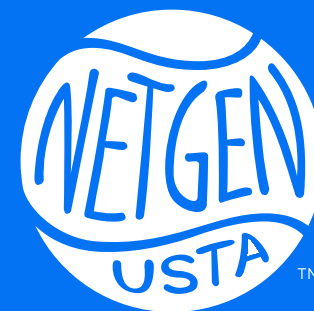
Exit Ticket*:

- Describe how feedback supports you to improve your skills.
- How did you adapt your technique to improve your hitting performance? Please explain.

*Access the exit ticket printables in the appendix.

Lesson 9

Let's Play Tennis!!



Lesson 9	Lesson Name: Let's Play Tennis!!	Grade Span: 6–8	Lesson Length: 45–60 minutes
NPES Grade Span Learning Indicators 4.8.4 Connects how choice and personal interests impact individual engagement in physical activity. 4.8.7 Examines opportunities and barriers to participating in physical activity 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 describe how choice and personal interest impact their learning experience and individual engagement in physical activity such as tennis.	Equipment Needed: • One racquet • One ball per student
Essential Question: How do personal interests and choices we make, influence our engagement in physical activity?		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: Personal Interest Engagement



Instant Activity: What's Your Record (Rally)

Organization: Students in pairs facing each other across the net, each with a racquet and one ball per pair.

Description: The goal of this activity is for students to engage in implementing forehand/backhand/volley/underhand serve to rally with their partner.

- Students bounce-hit the ball back and forth to each other over the net in the play area or an area defined by the students.
- Students see how many cooperative rallies in the play area they can achieve in five minutes.

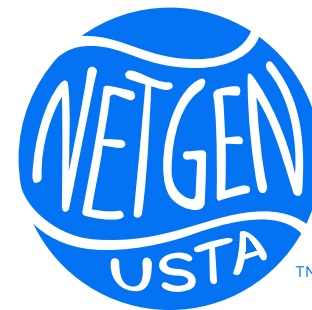
Variations:

- Use a larger ball.
- Increase/decrease the distance.

Fun Fact:

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

Lesson 9: Let's Play Tennis!! (continued)



► Activity #1: Make Your Game

Organization: Students in pairs each with a racquet and one ball per pair.

Description: The goal of this activity is for students to engage in choice and personal interest by creating a game that impacts their level of engagement.

- First, students will be grouped with a partner and go to the designated court or playing area.
- Students design their own game of backyard tennis.
- Students choose a partner to play against.
- Students include a boundary and net, which will divide the space in half.
- Students create their own rules.
 - Things for students to consider
 - Scoring systems.
 - Number of times the ball is allowed to bounce.
 - Shape and size of the boundary/court space.
 - Where students stand when serving, and what type of serve they use.
 - How many serves each student is allowed.

Variations:

- Use a larger ball.
- Increase/decrease the size of the court.
- Use a line on the ground as the "net."

Check for Understanding:

- How has your personal interest or choice impacted your level of engagement in tennis?
- Reflecting on your tennis ability from the first lesson; how has your movement changed? How has your skill level changed?



► Activity #2: Champion of the Court

Organization: Students are in pairs, each student has a racquet and one ball per court. Champ team begins on one baseline and the Challengers on the other. Should be one Champ team and up to three Challenger teams.

Description: The goal of this activity is for students to engage in practicing serving the ball cross court to their partner.

- First, students will be grouped with a partner and go to the designated court or playing area.
- Challengers hit an underhand serve to Champs to begin the point.
- Play out point.
- If the Champs win, the Challengers go to the end of line.
- If the Challengers win, they play another point.
- If the Challengers win the second point, they take the Champs' spot.
- If Challengers lose the second point, they go to the end of the line.

Variations:

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

Wrap-Up:

Closure Discussion:

- How can learning new skills influence your level of engagement over time?

Exit Ticket*:

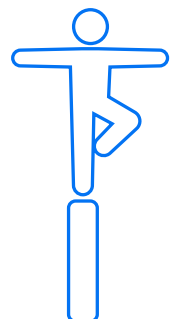
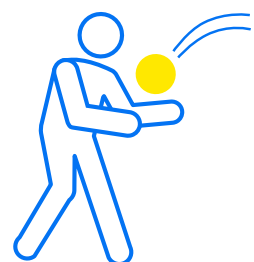
- Describe how your level of engagement increased/decreased when you were given the choice of how you participate in the activities.

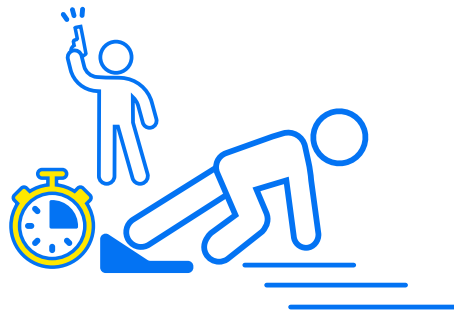
*Access the exit ticket printables in the appendix.

Appendix A: Lesson Handouts



Skill-Related Components of Fitness

Word	Definition	Example	Picture
Agility	Moving quickly and changing direction, with control.	Dodging opponents in a game of tag.	
Balance	The ability to maintain a steady position or to prevent falling, often achieved by evenly distributing weight or forces.	Walking on a tightrope or balance beam.	
Coordination	The ability of the body to use multiple parts together efficiently, such as in sports or everyday activities.	Hand-eye coordination when catching a ball.	

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.	
Speed	The ability to move the body or a body part quickly.	Sprinter running a 100m dash.	
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.	

Peer Feedback Worksheet: Tennis Skills Improvement

Name of Student Being Reviewed: _____ Date: _____

Activity/Skill Focus: (Forehand, Backhand, Volley, Serve, Game Play) _____

Part 1: Self-Reflection

- 1. What skill are you focusing on today? _____
- 2. What do you feel is your current strength in this skill?

- 3. What area do you think you need to improve upon?

Part 2: Action Plan *(After Receiving Feedback)*

- 4. Based on the feedback received, what will you work on?

5. What specific steps will you take to implement this feedback?

Step 1	Step 2	Step 3	Step 4

Part 3: Follow-Up

After implementing the feedback, reflect on your progress:

6. Did you notice any improvements in your performance? Please Explain your answer.

7. What will you continue to work on moving forward?

Observation Document

Observer's Name: _____

Skill Execution: Review the cues listed under each skill. Provide notes on skill performance and any additional feedback!

1. Forehand Cues:

Shake Hands Grip	Set up sideways with opposite shoulder facing the target	Swing the racquet low to high (start low follow through high)	Make contact with the ball when it is in line with the front foot
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Notes: _____

2. Backhand Cues:

Non-dominant hand is placed just above the dominant hand in the "shake hands" position	Dominant hand is in the hammer grip	Turn sideways to the target with the dominant side facing the target
Contact the ball even with the front foot for the two-handed backhand	Move the racquet low to high with the strings pointed toward the target area	Finish toward target (follow through), ending in a ready position

Notes: _____

3. Volley Cues:

Hammer grip: The “hammer” grip is used for the volley. The wrist is held firm.	Split step: Small steps toward the net while slightly rotating the upper half of the body to the target before contacting the ball.	Block: The ball is contacted in front of the body; the ball is blocked, not hit. There is no follow-through.
--	---	--

Notes: _____

4. Serve Cues:

Keep the ball at waist level and allow it to drop onto the racquet face.	Leave the racquet face open.	Swing through the ball.
--	------------------------------	-------------------------

Notes: _____

5. Game Play:

Strategies & Tactics What needs improvement?	Offensive/Defensive spacing What needs improvement?	Control & Accuracy What needs improvement?
---	--	---

Notes: _____

6. Provide 2 areas of feedback that reflect something positive from your observations:

--	--

7. Provide 2 areas of growth, based on your observation:

--	--

Appendix B: Student Assessment and Teacher Printables

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

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

.....

Lesson 1: Exit Ticket

Student Name: _____

Identify the cues for the forehand stroke:

How did your form affect your striking ability? What would you change for next time?

Lesson 2: Exit Ticket

Student Name: _____

List and describe the cues of the backhand groundstroke:

How did you maintain control and accuracy when striking a ball towards the target?

.....

Lesson 3: Exit Ticket

Student Name: _____

Compare and contrast the forehand and backhand groundstrokes.

How do you determine which shot is most appropriate when engaging in tennis activities?

Lesson 4: Exit Ticket

Student Name: _____

How does following the rules of tennis apply to underhand serving?

What happens when rules are not followed during a serve/during gameplay?

.....

Lesson 5: Exit Ticket

Student Name: _____

After analyzing your volley skills, what skill-related fitness component will you focus on to adapt your technique

How can this improve your skill?

Lesson 6: Exit Ticket

Student Name: _____

Describe different movement patterns and techniques you implemented on offense to create open space:

.....

Lesson 7: Exit Ticket

Student Name: _____

Identify 3 strategies and tactics you used to maintain a rally:

Describe how your shot selection during play allowed you to maintain a rally.

Lesson 8: Exit Ticket

Student Name: _____

Describe how feedback supports you to improve your skills:

How did you adapt your technique to improve your hitting performance?

.....

Lesson 9: Exit Ticket

Student Name: _____

Describe how your level of engagement increased/decreased when you were given the choice of how you participate in the activities:

What was the most meaningful part of the USTA Tennis Unit? Would you engage in this activity outside of school? Please explain why or why not.

USTA Teacher Checklist for Psychomotor Skill Feedback

Underhand Serve

Student Name: _____

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

Forehand Groundstroke

Student Name: _____

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

Backhand Groundstroke

Student Name: _____

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

Volley

Student Name: _____

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

Overhand Serve

Student Name: _____

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

Tennis: Summative Quiz

Name _____ Period _____ Date _____

Fill in the Blank: Fill in the blank with the correct words.

Word bank: peer, forehand, interest, volley, corners, serve, underhand

1. The _____ stroke is used to hit the ball after it bounces once on your side of the court.
2. To create space on offense, you should aim to hit the ball into the _____ of the court.
3. A _____ is used to start a point by hitting the ball diagonally across the court.
4. Feedback from _____ can help improve your technique and form.
5. Engaging in activities that match your _____ can increase your motivation to play tennis.
6. A _____ serve is used to start the point and is typically initiated from below the waist.

Multiple Choice Questions: Choose the correct answer from the choices for each question.

7. What is one of the cues for a forehand groundstroke?
 - A) Keeping your feet close together
 - B) Rotating your hips and shoulders
 - C) Holding the racquet loosely
 - D) Looking away from the ball
8. Which of the following is a strategy for creating space on offense in tennis?
 - A) Hitting the ball straight to your opponent
 - B) Using a variety of shots to move your opponent around
 - C) Standing still while playing
 - D) Playing only at the baseline

9. How can peer feedback enhance your tennis skills?
- A) By adding unnecessary pressure
 - B) By helping you identify areas for improvement
 - C) By making you feel uncomfortable
 - D) By allowing you to ignore your weaknesses
10. What is an effective tactic when serving crosscourt?
- A) Serving as slowly as possible
 - B) Serving directly at your opponent
 - C) Aiming wide to make your opponent move
 - D) Serving underhand only
11. Which of the following actions demonstrates a correct volley technique?
- A) Swinging the racquet in a full circle
 - B) Keeping the racquet face open and contacting the ball in front
 - C) Waiting for the ball to bounce before hitting
 - D) Holding the racquet with one hand only
12. What is the main purpose of a forehand groundstroke?
- A) To pass the opponent
 - B) To serve the ball
 - C) To return the ball with power and accuracy
 - D) To block the ball

Open Ended Questions: Answer the following questions in complete sentences:

13. Describe the steps you take to execute a backhand stroke effectively.

14. Explain how your personal interests can influence your engagement in physical activities like tennis.

15. Describe how peer feedback helped you improve your technique in tennis.

16. Describe two strategies you can use to create space on the court when playing offense.

Teacher Answer Key:

Fill in the Blank:

1. forehand
2. corners
3. serve
4. peer
5. interest
6. underhand

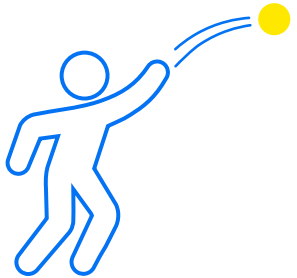
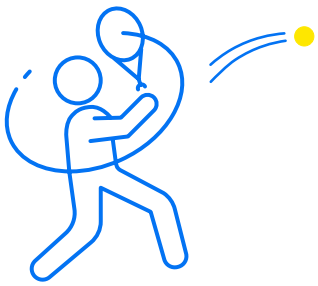
Multiple Choice Questions:

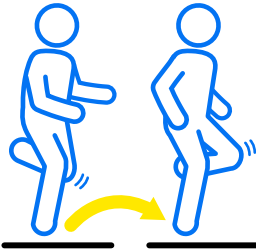
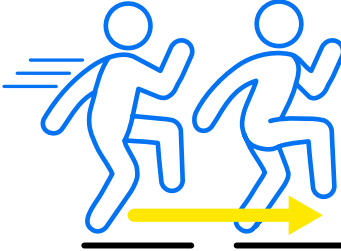
1. B) Rotating your hips and shoulders
2. B) Using a variety of shots to move your opponent around
3. B) By helping you identify areas for improvement
4. C) Aiming wide to make your opponent move
5. B) Keeping the racquet face open and contacting the ball in front
6. C) To return the ball with power and accuracy

Open Ended Questions:

1. Example response: To execute a backhand stroke effectively, I start by turning my shoulders and stepping forward with my opposite foot. I keep my eyes on the ball, swing the racquet across my body, and follow through with my swing.
2. Example response: My personal interests in competitive sports and teamwork increase my engagement in tennis because I enjoy the challenge and collaboration involved.
3. Example response: Peer feedback helped improve my forehand stroke technique by reminding me of the cues as I demonstrated skill. I applied the feedback when I practiced with a partner and during game play.
4. Example response: One strategy is to use effective footwork to move your opponent around the court, creating open spaces to target with your shots. Another strategy is to use varied shot placement, such as drop shots and lobs, to disrupt your opponent's positioning and create opportunities for winning points.

Appendix C: 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	