

ACT OUT YOUR PASSION

Learning Outcome:

To improve participants' ability to articulate their strengths

Key Words:

Strengths & Success

Equipment:

None required



Game:

Ask the group to create a circle and for one person to come into the middle to start. They perform an action of something they are passionate about and return to the circle. Each successive person performs the previous action and adds their own until everyone has taken part. Repeat the game but this time asking each person to perform an action of their greatest strength.

Key Questions & Discussions:

Ask the group informal questions:

- How difficult was it to remember all the actions?
- For those waiting how did you feel?
- What different strengths are there in the group?

Link these informal questions to a discussion about knowing your strengths, being able to share them with others and how awareness of your strengths helps to become successful in the future.

TOP TIP:

Repeat the game and add a new rule each time to draw out different strengths; for example perform actions without speaking.

3 TEE TENNIS

Learning Outcome:

To empower participants to make decisions based on good values

Key Words:

Values & Beliefs

Equipment:



Balls



Cones/Tees



Rackets



Game:

Divide the group into 2 teams (one attacking and one defending). Each team decides on a team name and tagline that represents them. The attacking team starts play with each member of the team taking a turn to hit 3 tennis balls off 3 tees (or cones) and then running between two markers, scoring one point for each run. The defending team are spread out across the playing area and as soon as all 3 balls have been hit, defenders run to put the tennis balls and tees (or cones) back to their original place. Once all the attacking team have had a turn, the teams swap over. The team with the most points win.

Key Questions & Discussions:

Ask the group informal questions:

- Why did you pick your team name and tagline?
- How did it motivate the way you played?
- What tactics did you use?

Link these informal questions to a discussion about how our beliefs affect the way we make decisions and how these beliefs form our values which identify things we think are important.

TOP TIP:

When attacking participants hit the 3 tennis balls off the tee (or cone) ask them to use the forehand, backhand and a freestyle hit to encourage tennis shots. Vary the running between two markers i.e. side steps or skipping.

ELIMINATOR CHALLENGE

Learning Outcome:

To increase participants' ability to contribute to a team goal

Key Words:

Teamwork & Commitment

Equipment:



Cones



Balls



Rackets



Tennis Nets



Game:

Divide the group into two teams and ask them to select a captain. Half of each team take on an endurance challenge (for example wall sits, burpees, push ups or mountain climbers) the other half of the team one by one successfully complete a tennis obstacle course. The first team to complete the challenge wins.

Key Questions & Discussions:

Ask the group informal questions:

- How did you choose which members of the team took on which challenge?
- What would you do different next time?
- What did you learn about yourself in the challenge?

Link these informal questions to a discussion about how individual commitment and working together can help to achieve bigger goals.

TOP TIP:

At the start of the challenge ask each captain a quiz question, whoever answers correctly gains a 10 second head start.

TARGETS

Learning Outcome:

To improve participants' ability to focus on their goals

Key Words:

Goal Setting & Focus

Equipment:



Cones



Balls



Rackets



Flat Hoops /
Rubber Spots



Buckets



Tennis Nets



Game:

Layout targets (easy and difficult) on one side of the tennis court. On the other side, participants work in pairs and with a set number of tennis balls they aim for the targets by hitting the ball over the net. There are different points for each target. Ask participants to play a few times to encourage them to beat their scores.

Key Questions & Discussions:

Ask the group informal questions:

- How many attempts did it take to hit the difficult targets?
- How did you approach hitting the targets?
- How did you feel when you hit the targets?

Link these informal questions to a discussion about how first setting realistic goals can lead to bigger life goals through focus and perseverance.

TOP TIP:

Add the Tennis Bucket Challenge; divide the group into two teams (different colour tennis balls for each team), the team with the most balls in the bucket wins!

CROSS THE RIVER

Learning Outcome:

To increase participants' ability to think cooperatively by creating a strategy

Key Words:

Strategy & Problem Solving

Equipment:



Buckets



Balls



Throw Down
Lines



Rubber
Spots



Game:

Divide the group into teams and ask each team to select a captain. Using throw down lines or rubber spots (at least one fewer than the number of people in the team), participants must work together in teams to get across to the other side of the court without touching the floor, while transferring a tennis ball balanced on a tennis racket. If anything or anyone touches the ground, or drops the tennis ball, the team starts again. First team that crosses the court wins.

Key Questions & Discussions:

Ask the group informal questions:

- What was your strategy?
- What role did each person play?
- What would you do differently next time?

Link these informal questions to a discussion about group thinking and how it can help to find solutions to challenges.

TOP TIP:

Challenge the group by introducing the 'no talking' rule and only the captain can speak.

TENNIS FREESTYLE CHALLENGE

Learning Outcome:

To improve participants' ability to think creatively

Key Words:

Creativity & Imagination

Equipment:



Tennis Nets



Balls



Rackets



Game:

Divide the group into teams, each team develops a freestyle tennis trick shot to perform for the rest of the group. Each team member should contribute to the trick shot and must include a wow factor.

Key Questions & Discussions:

Ask the group informal questions:

- How do you feel the performance went?
- How did you develop the ideas?
- When do you think being creative is positive?

Link these informal questions to a discussion about how being creative and imaginative helps to express yourself and embrace new ideas.

TOP TIP:

Invite the teams to select a song/piece of music for their performance that represents them as a team. Video their trick shots!

DISTRACTION

Learning Outcome:

To improve participants' ability to react to challenges

Key Words:

Listening & Reacting

Equipment:



Balls



Rackets

Game:

Ask the group to line up on the baseline. Call out a tennis shot but participants must demonstrate the opposite shot, for example when calling out 'forehand' the participants demonstrate a backhand or when calling out 'volley' the participants demonstrate a slice. Quicken the pace to challenge the group.

Key Questions & Discussions:

Ask the group informal questions:

- How easy was it to react to each call?
- How did your concentration change?
- What key skills did you have to use?

Link these informal questions to a discussion about thinking before reacting and how this can help more generally in life.

TOP TIP:

Invite participants to add their own actions and distraction to challenge the group further.

RANKING UP

Learning Outcome:

To increase participants' understanding of the benefits of developing a strong work ethic

Key Words:

Hard work & Determination

Equipment:



Cones



Balls
(2 colours)



Rackets



Tennis Nets

Game:

Participants work in pairs and must clear two serves into target zones. They start with larger target zones, then move up levels to harder target zones. This continues for the allotted time or until everyone reaches the highest level.

Key Questions & Discussions:

Ask the group informal questions:

- How many shots did it take to get to the hardest target zone?
- How did moving through the levels make you feel?
- How did your approach change?

Link these informal questions to a discussion about doing the basics well and developing a strong foundation for better success in the future.

TOP TIP:

Introduce the 'ace off'. In teams, participants have 60 seconds to score as many aces as possible in a target zone. The team that scores the most wins.

MAGIC RALLY

Learning Outcome:

To improve participants' ability to self-reflect

Key Words:

Self-awareness & Feelings

Equipment:



Balls



Rackets



Tennis Nets

Game:

Leaders position themselves at one end of the court to rally with one participant and ask the rest of the participants to work in pairs and rally to a set target. The first pair to do so call out the magic word decided by the group, for example 'Champion'. Participants then rotate to face a new person and the Leader will eventually rally with every participant.

Key Questions & Discussions:

The Leader asks each participant to share the following during their rally encouraging participants to self-reflect:

- Something that makes them happy.
- Something they want to change.
- Something they are looking forward to.

TOP TIP:

Play magic rally both cooperatively and competitively to bring out different behaviours in participants that they can reflect on.

RANDOM RALLY

Learning Outcome:

To promote participants' ability to express themselves

Key Words:

Experimentation & Adaptation

Equipment:



Balls



Rackets



Tennis Nets

Game:

Organise the group into pairs in the space available so they can rally with one another. Each pair rally for 60 seconds playing unconventional and creative shots and then rotate to a new partner. Encourage experimentation and adaptation.

Key Questions & Discussions:

Ask the group informal questions:

- How did you select your shots?
- How did playing those shots make you feel?
- How did the time limit affect your shots?

Link these informal questions to a discussion about how self-expression can build self-confidence and help to try new things.

TOP TIP:

Repeat the activity as a doubles games to encourage more experimentation and adaptation.

COMPETITIVE COMEBACK

Learning Outcome:

To improve participants' mental resilience

Key Words:

Resilience & Adversity

Equipment:



Balls



Rackets



Tennis Nets



Game:

Set up courts for a doubles tournament and intentionally start each match with one disadvantage for each pair (for example using your non dominant hand or a score disadvantage).

Key Questions & Discussions:

Ask the group informal questions:

- How did the disadvantage make you feel?
- How did you overcome the challenge?
- What helped you stay focussed during the tournament?

Link these informal questions to a discussion about how mental resilience helps when we face adversity in life.

TOP TIP:

Encourage participants to express gratitude to their opponent about positive points of play before or after the match. This helps shift focus from disadvantage to enjoyment.