

P.E. CURRICULUM

SECONDARY SCHOOLS

Lesson Plans: Introduction and Guide



INTRODUCTION AND GUIDE

Welcome to your series of twelve lesson plans and accompanying videos that have been specifically designed for schools to help teachers deliver high quality tennis lessons within curriculum provision.

The content has been written and tested by teachers to deliver curriculum outcomes and is centered on inspiring students to learn the skills and techniques needed to participate in tennis and, as confidence and competence develops, to choose to continue participating as part of a healthy active lifestyle.

The lessons and resources have been designed to accommodate and reflect the requirements for the education systems across England, Scotland and Wales however there may be some language used within the text which has a similar meaning but is not an exact reference.

The lessons are designed to be delivered to a whole class outside on four tennis courts, with equipment that, in the main, schools are likely to have. The activities can easily be adapted for a different number of courts and can be delivered in a sports hall or badminton courts. Teachers who complete an LTA Youth Schools Teacher

Training course receive a £250 voucher for their school to spend on 10 hours of team teaching with an LTA Accredited Coach or tennis equipment (please note vouchers are limited to one per school).

In addition to the lesson plans and Teacher Training there are a wide range of resources for secondary schools including: Cardio Tennis, Red Ball Tennis, Competitions, Tennis Leaders, Employability, and Mental Health and Wellbeing modules, all available for free on the website. There is also a comprehensive primary school programme and the schools programme sits as part of the wider LTA Youth programme with the purpose of giving young people a positive, engaging, consistent experience of tennis across different settings. The LTA Youth Schools programme has gained recognition as an Approved Provider of professional development and resources by the Association for Physical Education, something we are immensely proud of.

INTRODUCTION (CONTINUED)

The lessons are written as two progressive schemes of work with six lessons in each.

Lessons 1 to 6:

are designed for students in Key Stage 3 / S1-3 to build on and embed the tennis-based racket skills taught in the primary school lesson plans with particular emphasis on building their technical skills, understanding scoring and officiating both in personal challenges and competitive games. The students will have opportunities to work collaboratively, apply tactics when playing competitive games and officiate their games.

Lessons 7 to 12:

are designed for students in Key Stage 3 / S1-3 to extend and embed further the tennis skills learnt in Lesson Plans 1-6 with particular emphasis on developing and applying their technique whilst using a range of tactics and strategies in both singles and doubles games. The students will have opportunities to analyse their own performance and demonstrate their understanding of officiating.



The lesson plans provide a progressive six week start to finish approach and can be used exactly as they suggest, and / or teachers can mix and match activities, use the progression activities, and develop additional lessons appropriately for the pace of their class. It is quite feasible therefore for a class to stay on one lesson plan for longer than one lesson, consolidate their skills and work through the activities over two or three lessons, gradually building in the progression sections. This approach will extend the six weeks of lesson plans into a longer scheme of work and ensure that all students progress at a rate that is suitable and appropriate to the class.

The timings included in the lesson plans may not suit the learning pace for all students and the teacher may decide to extend the activity time to allow the students to master their skills and strengthen their confidence before progressing, or shorten the time to move them onto further challenges more quickly. This flexible approach is designed for the teacher to have complete ownership of the progress of their students and class, based on ability, competence and confidence.



INCLUSION

The differentiation framework of STEP has been used throughout the lesson plans. Space, Task, Equipment, People is now a regularly used term for personalising learning in physical education and the common changes relevant to tennis made using the STEP framework are provided on each lesson plan.

It is expected that students may move up and down the differentiation continuum throughout their learning and appropriate adjustments will be made by the teacher to ensure progress and engagement by all

students is in line with expectations. The STEP Framework can be found at the end of this document.

All of the activities are designed to be fully inclusive and provide progressive learning for students with a special education need or disability. It is therefore appropriate for the teacher to replace the word shoe with wheel for a student participating in a wheelchair or using a frame and use the STEP framework to ensure all students can participate.



EXTERNAL FOCUS

Research has shown that the type of instruction and how it is communicated to learners impacts the rate and retention of learning.

External Focus (i.e. referencing something outside of the body) has been proven to improve the rate of learning, retention of learning and robustness of learning over internal focus (i.e. within the body). Links to just some of the research can be found in the appendix. The teaching points and language used throughout the lesson plans and videos therefore use external focus such as shoes (external) instead of feet (internal). The activities develop the students' bilateral co-ordination and both sides of the body throughout the lesson plans.

External focus is used throughout LTA Youth including the primary school lesson plans. When younger children are learning right and left, the use of external referencing can be used to help with their development and understanding, as the research suggests however for older students who know their right from their left it is not necessary. However, for students who find right and left difficult the use of external referencing using

red (right) or blue (left) shoe (external) instead of right or left foot (internal) will help with their learning, retention and confidence.

This approach supports bilateral coordination which leads to physical competence and muscle development of a balanced student with strong coordination on both sides of their body. Students will have a preferred side, which will be developed throughout the lesson plans enabling them to play the tennis strokes with confidence.

Tennis is an open sport where players constantly need to adapt to the ball; in the lesson plans the teaching point "adapt the body and racket to the incoming ball" is used frequently. Depending on how a ball is sent and where it lands, means pupils will need to move appropriately in order to be in the right position to receive or hit the ball. This could be moving forwards, backwards, sideways, to the ball or moving away from the ball.

LINKS TO THE NATIONAL CURRICULUMS

National Curriculum for England

Lesson Plans 1-6 aim to inspire students in Key Stage 3 to succeed and excel in tennis activities whilst building their confidence and competence in technical tennis skills through applied individual and team games. The lessons build on the primary lesson plans. They aim for the students to be physically active for sustained periods of time, play modified competitive games and gradually build towards full court tennis. The lesson plans provide opportunities for the students to apply a range of attacking and defending tactics, understand scoring and shot selection whilst developing their communication skills.

Students will learn how to evaluate and recognise their own success in order to achieve their personal best.

Lesson Plans 7-12 aim to inspire students in Key Stage 3 to succeed and excel in tennis activities and choose to lead a healthy, active lifestyle which includes tennis. The lessons provide opportunities to develop complex tennis techniques, apply the skills in a range of competitive games and demonstrate their understanding of shot selection, tactical awareness and officiating. Students will learn how to analyse their own performance and apply their knowledge when evaluating the performance of others.

Curriculum for Excellence: Scotland

Lesson Plans 1-6 aim to build across the four Health & Well Being competencies (physical, cognitive, personal qualities & physical fitness) for pupils in S1-S3 to develop their physical competency, improve their fitness and develop personal and interpersonal skills and attributes through learning tennis skills. The lesson plans provide opportunities for students to adapt, refine and apply their tennis skills with confidence and control whilst sustaining their levels of fitness in a tennis environment. Students will have the opportunity to experience and demonstrate their ability to evaluate their performance and officiate games (HWB 3-21a, HWB 3-22a, HWB 3-23a, HWB 3-24a).

Lesson Plans 7-12 aim to build across the four Health & Well Being competencies (physical, cognitive, personal qualities & physical fitness) for pupils in S1-S3 to develop their physical competency, improve their fitness and develop personal and interpersonal skills and attributes through learning tennis skills. The lesson plans provide opportunities for students to demonstrate their ability to select and apply a wide range of complex tennis skills and strategies, showing creativity in their shot selection and accuracy in performance and consistency in control. Students will have the opportunity to consolidate their skills, observe and analyse their own and the performance of others in addition to umpiring and leading activities (HWB 4-21a, HWB 4-22a, HWB 4-23a, HWB 4-24a).



National Curriculum for Wales*

Lesson Plans 1-6 aim to inspire students in Key Stage 3 through an approach which is enjoyable and provides opportunities for them to develop their racket skills, in order for them to achieve within the range of Levels 3–8. Students will focus on developing improved coordination and racket control, refine and adapt previously learnt tactics and apply them in more challenging competitive opportunities. Students will demonstrate fair play and use technical language when asking questions and use their observations to improve the effectiveness and quality of their own and others' performances.

Lesson Plans 7-12 aim to progress and inspire students further in Key Stage 3 to show they can refine their skills and play with greater technical efficiency, in order for them to achieve within the range of Levels 3-8, with some students achieving the Exceptional Performance Level. Students will have the opportunity to analyse their performance to identify other skills, strategies and tactics that might have been effective and plan how to improve their next attempt. They provide opportunities for students to demonstrate more refined techniques and adapt their performance in response to others whilst demonstrating their competence and confidence in officiating.



*We are aware that a new curriculum was released in 2020; at the time of writing, this was not available.

THE LESSON PLANS

Each lesson plan has three lesson objectives which are age and stage appropriate (the full list of objectives can be found at the end of this document).

Key vocabulary used in each lesson is summarised in the heading section and each plan uses the STEP framework to suggest ways to differentiate and to personalise learning.

PART 1:

Warm Up

In this section the activities develop bilateral movement, hand eye coordination and body conditioning. The activities typically build agility patterns and sequences needed for tennis movement alongside the relevant throwing and catching skills needed to mimic racket movement, both in isolation and combination.

PART 2:

Body & Ball

In this section the students will develop body control whilst exploring the flight, direction and pace of the ball, learning how to adjust their body in order to execute a range of tennis strokes.

PART 3:

Racket & Ball

In this section the students start with basic tennis strokes, learning to control the racket with confidence and gradually build more complex sequences with a greater depth of accuracy, length and strategy.

PART 4:

Game/Consolidation

In this section the students apply the skills learnt earlier in the lesson in fun games including a variety of individual personal challenges, pairs challenges and team opportunities.

PROGRESSION:

This part of the lesson plan offers the teacher an extension activity, to be used appropriately for more able students who are ready for a greater challenge.

The lesson plans have been designed for use in a typical secondary school using four outdoor tennis courts.

The activities can easily be adapted for more or less outdoor court space and also be adapted for use in an indoor venue, such as a sports-hall, by changing the ball to a red or sponge ball, using low nets and existing sports-hall markings.



ON COURT ORGANISATION

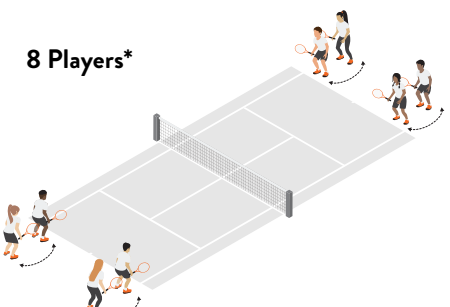
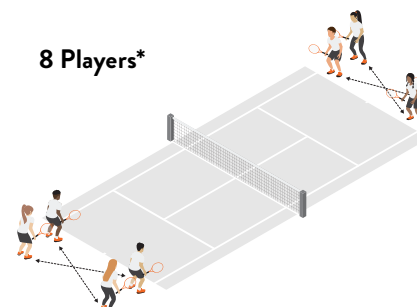
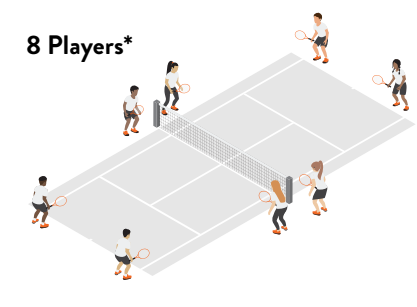
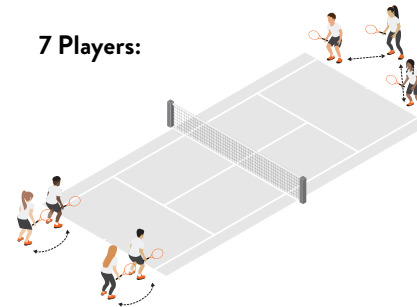
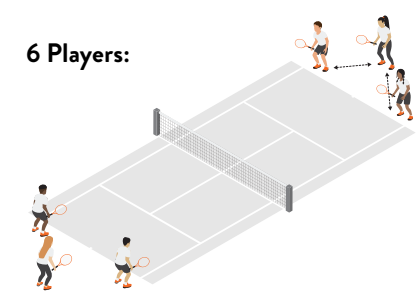
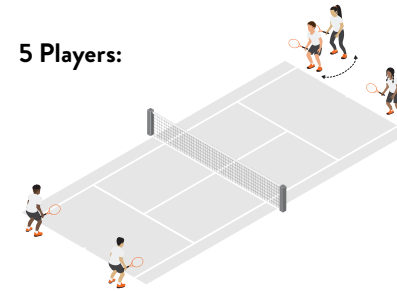
Many activities involve the students working in pairs and fours, with at times, two students playing whilst a second pair fulfils the roles of umpires and line judges.

This approach allows the teacher to maximise the space and create a safe working environment. If there is greater space the activities can be performed in pairs which will give students more time on each task.

One of the key elements for a successful tennis lesson is the effective organisation of student numbers and in particular how to organise an odd number of students on one court. The diagrams show examples of different methods to set up and rotate students on one court.

How to organise and rotate groups:

- Consider the use of scoring to aid rotations – swap after x number of points / shots etc.
- To avoid playing the same person each time, if there is an even number of students at each end, ask one end to rotate on / off court after two points and the other end to rotate after every point.



ON COURT ORGANISATION (CONTINUED)

Where to place the hitters

If you are working on a skill or specific area you should have the students focusing on that skill all at the same end of the court. It will allow you to be more effective with your feedback as you will not have to cover both ends of the court. It is also safer to have all the students that are hitting at one end and all the students that are feeding at the other end to ensure that all the balls are being hit in the same direction.



Considerations for left-handed students

- **Safety:** a right-handed student and a left-handed student positioned side by side can cause problems as their rackets can easily collide.
- **Positioning:** the teacher may need to advise a left-handed student where to stand on the court.
- **Pairings:** left-handed students could be paired together
- **Feeding:** another challenge with left-handed students occurs when either the student or teacher is feeding more than one student (with students rotating). Some strategies to support this include:
 - when it is their turn to hit, have the left-handed student signal to the feeder by waving their racket to the appropriate side for the feed
 - using a verbal cue, such as their name.
- **Focus:** if an activity is focusing on a specific stroke such as forehands, then if relevant the left-handed student will focus on their backhand first, and when the activity switches to focus on backhands, the left-handed student focuses on their forehand. Alternatively, if an activity will not practice both forehands and backhands in turn, left-handers will need to be positioned differently to also focus on the desired stroke.
- **Demonstrations:** When demonstrating to a group of right and left handers, make sure you demonstrate on both sides of the court to put the shot into context for both types of student. You will also have to change your explanation for left-handed students and ideally demonstrate a shadow stroke on both sides.

LEARNING OBJECTIVES OVERVIEW

| LESSON NUMBER | L01 | L02 | L03 |
|---------------|--|---|--|
| 1 | Understand hitting with direction and depth | Develop bilateral movement for body and racket positioning | Understand basic scoring whilst working both competitively and collaboratively |
| 2 | Work bilaterally on shoe and hand patterns | Develop a forehand hitting action with direction and depth | Work collaboratively to sustain a rally |
| 3 | Combine shoe and body movement working bilaterally | Develop a backhand hitting action with direction and depth | Sustain and extend a rally in a competitive game |
| 4 | Develop an awareness of anticipating the speed and direction of the ball | Develop a basic overarm service action, with direction and length | Practice serving and returning a serve in a competitive game |
| 5 | Practice and combine sequences of skills | Develop a basic volley action with control | Work cooperatively and independently to apply attacking tactics |
| 6 | Consolidate practice by building skill sequences | Apply attacking tactics and skills to score points and win games | Demonstrate court etiquette and positive sportsmanship |

LEARNING OBJECTIVES

OVERVIEW CONTINUED

| LESSON NUMBER | L01 | L02 | L03 |
|---------------|---|--|--|
| 7 | Consolidate forehand and backhand hitting actions | Develop racket control to alter the length and direction of the ball | Work collaboratively as a team to score points in a basic competition |
| 8 | Develop movement using both sides of the body under increasing pressure | Understand how to prepare, read and react to an incoming ball and apply it in a groundstroke rally | Play a competitive game, with basic scoring and understand how to umpire |
| 9 | Practice the volley action, with direction and control | Develop the lob and understand how to use the shot in a game | Work as a team, applying attacking and defending tactics to win a game |
| 10 | Consolidate a serving action with accuracy and control | Develop a return of serve with direction | Work competitively to score points |
| 11 | Understand how to work as a pair to cover the court area | Experience different court positions and understand when to play different shots | Work collaboratively as a doubles pair to outwit opponents |
| 12 | Combine technical skills into complex sequences | Demonstrate an understanding of tactical play and when to apply different skills | Demonstrate fair play and sportsmanship in a competitive game |

ADDITIONAL P.E. CURRICULUM RESOURCES

Accredited PE Assessment

A further suite of resources has been designed to support assessment in accredited PE. The drills and practices enable students to demonstrate the key skills required for assessment. Each practice has an accompanying video demonstrating the skill and what it looks like at different levels.



Red Ball Tennis

Red Ball tennis is played on badminton size courts with red balls and short rackets and is an accessible format that allows all abilities to quickly pick up and achieve. A range of fun games and competitions have been collated for use in curriculum, extra-curricular or intra school competition. The majority of activities can also be performed on a full court.



Cardio Tennis

Cardio Tennis is a high energy fitness lesson combining tennis with cardiovascular exercise. Six detailed lesson plans based on tactical themes have been created with accompanying videos to support teachers in delivering.



Tennis Leaders

Tennis Leaders is a certificated award developing students' core leadership skills through tennis and has been written in collaboration with SLQ Sports Leaders. Secondary school teachers or LTA Accredited coaches can deliver the award for free to young people aged 11+. Additional modules include helping at competitions and helping at extra-curricular sessions.

STEP FRAMEWORK FOR TENNIS

This guidance provides a framework for differentiation. It gives examples of how tennis activities and practices can be adapted to meet learning outcomes.

By tweaking the different elements of the STEP framework to make an activity easier or harder, either in separation or in combination will ensure a progressive and inclusive learning experience for all children.

STEP

SPACE

Where is the activity happening?

- Indoors or outdoors, what type of playing surface?
- Can the area or distance in the activity be modified?
- Can the level from which the task is being completed be changed?
- Can the surface be altered or changed?

Designate a space without a net:

- Make the space larger, smaller, wider, narrower
- Introduce target areas, service box, baselines as appropriate.

Designate a court space:

- Change the width of the court: ½ court / Tram lines / Full court
- Change the depth of the court: Service box / ¾ length / Full length

Using a wall area:

- Basic wall space for rebound games, wall with a low line marked gradually increasing the height to mini red

TASK

What is happening?

- Can the objective be changed?
- Can the rules, scoring or time allocation be modified?
- Can the speed of the activity be altered to allow more time to react?
- Can the individuals/group do different tasks at the same/different times?

Adaptation:

- Increase / decrease rally length
- Change direction / angle
- Increase / decrease skill combinations
- Alter scoring systems
- Change how the ball is sent and received (refer to the Feeding Continuum resource)

EQUIPMENT

What is being used?

- Can the type of racket and/or ball being used be changed?
- Can the size or type of targets being used be changed?
- Can additional or alternative equipment be used?
- Can the height or type of the net be altered?

Rackets:

- Racket hands, Hit Mitts, rackets with short handles and large hitting areas then gradually building up to use rackets with longer handles (21", 23", 25", 27") when ready

Balls:

- Red / Orange / Green / Yellow.
- Consider using brightly coloured balls or balls with bells inside to assist students with visual impairment

Net height:

- No net / Lines / Low net / Barrier tape / Tennis net

PEOPLE

Who is involved?

- Are pupils working independently, in pairs or in groups?
- Do the pupils have the same roles?
- Are the pupils grouped by age, size, ability or friendships?

Groupings:

- Individual / Pairs / Threes / Fours / Teams / Singles / Doubles
- Right-handed and left-handed students

APPENDIX

External Focus Research

De Giorgio, A., Sellami, M., Kuvacic, G., Lawrence G., Padulo, J., Mingardi, M., Mainolfi, L. 2018.

Enhancing motor learning of young soccer players through preventing an internal focus of attention: the effect of shoes colour.

[Click here to visit the website](#)

McNevin, N.H., Shea, C.H., Wulf, G. (2003).

Increasing the distance of an external focus of attention enhances learning. Psychological research, 67, 22-29.

[Click here to visit the website](#)

Wulf, G., McConnel, N., Gartner, M., Schwarz, A. 2002.

Enhancing the Learning of Sport Skills Through External-Focus Feedback. Journal of Motor Behaviour, Vol.34, No.2. 171-182.

[Click here to visit the website](#)

Zachry, T., Wulf, G., Mercer, J., Bezodis, N. 2005.

Increased movement accuracy and reduced EMG activity as the result of adopting an external focus of attention. Brain Research Bulletin, 67, 304-309.

[Click here to visit the website](#)

Key Terms used within the Lesson Plans

- **Adapt to the ball**
Move the body and racket into a position ready to hit the ball
- **Attacking shots**
Offensive shots that put pressure on the opponent; usually hard fast balls
- **Bilateral movement**
The ability to use both sides of the body
- **Contact with the ball**
The point at which the racket actually hits the ball
- **Court etiquette**
Acting courteously whilst on court
- **Depth**
The distance on the court that the ball lands; the closer to the baseline the deeper the shot
- **External Focus**
Reference to shoes, racket hands and external elements outside of the body to aid learning
- **Feed / Feeding the ball**
A controlled easy start to a rally or activity
- **Groundstroke(s)**
Forehand and backhand shots hit after the ball has bounced
- **Lob**
A ball that travels high with the intention of going over the hitting height of a player in a volleying position
- **Net play**
Overarching term describing what happens when a player is close to the net
- **Passing shot**
A ball that travels past a player who is at the net in a volleying position
- **Progression**
An adapted version of the activity which is more difficult
- **Rally / Point breaking down**
Stop the rally or point when the ball bounces more than once, doesn't go over the net or lands outside of the court
- **Ready position**
An athletic starting position
- **Receiving**
Responding to a ball/object being hit or thrown towards you
- **Recovery**
Returning to a central ready position in preparation for the next shot
- **Self-serve**
Tapping the ball upwards, letting it bounce before hitting the ball forwards
- **Shoes**
Used to refer to movement of the feet
- **Split step**
A small jump performed in the ready position as the opponent hits the ball, in order to provide balance to move for the incoming ball
- **STEP**
Space, Task, Equipment, People - a differentiation framework
- **Sudden Death Point**
If a match reaches an equal score e.g. deuce or 6-6, then 1 point is played to determine the winner (rather than needing to be 2 points clear)

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FOR
PROGRESS

LTA

The National Tennis Centre
100 Priory Lane, Roehampton
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