



WHEELCHAIR TENNIS PERFORMANCE PATHWAY

Activity Cards

INTRODUCTION

Designed and created by the LTA Wheelchair Performance Pathways Team, the aim of this resource is to support the development of Wheelchair Tennis across Great Britain. This resource contains a series of activities presented in four core areas of Wheelchair Tennis, making it fun, exciting, engaging and inclusive;

1. BODY AND CHAIR

2. BALL AND CHAIR

3. RACKET, BALL AND CHAIR

4. SKILL APPLICATION (GAME)

The content is centered on teaching the fundamental skills for Wheelchair Tennis with a focus on improving physical and technical attributes to support development for players with a physical disability.

Activities are designed to be delivered across multiple settings, such as: tennis venues, sports halls, and gymnasiums with equipment that is inclusive and accessible for Wheelchair Tennis.

Each activity will have a section for **Elevate** and **Benefits**. This section provides 1, 2 or 3 progressions based on the activity and shares physical, social and mental well-being benefits.



BODY AND CHAIR

In this section, the players will develop body control alongside controlling the sports wheelchair. They explore critical movement patterns and how to adjust their body, bettering agility, speed and reaction.

BALL AND CHAIR

In this section, the players will develop ball control alongside controlling the sports wheelchair. They explore movement patterns and how to track the ball, improving reaction, hand-eye coordination and speed.

The activities and lessons can be used as they are, or mixed and matched to create sessions based on the ability of the participants.

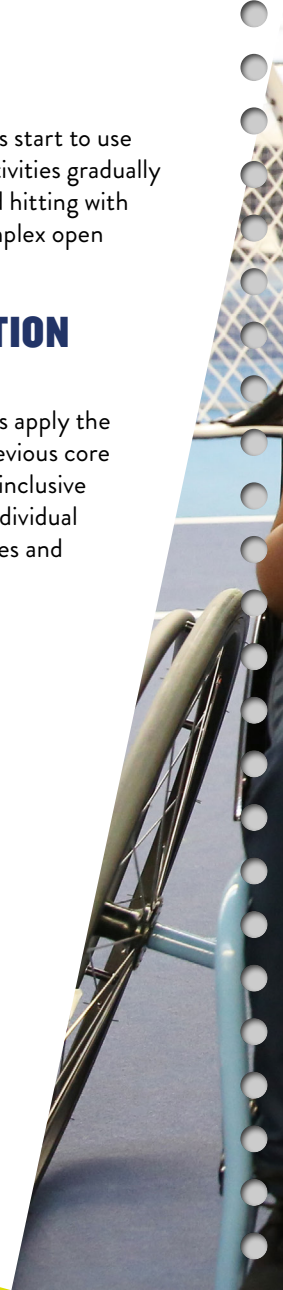
There are six key character skills which are fundamental for tennis and can be developed through the activities: Cooperation, Passion, Perseverance, Personal Best, Resilience and Respect.

RACKET, BALL AND CHAIR

In this section, the players start to use their rackets in closed activities gradually building up to holding and hitting with rackets in simple and complex open scenario activities.

SKILL APPLICATION (GAME)

In this section, the players apply the skills learned from the previous core areas in fun, exciting and inclusive games with a variety of individual challenges, pairs challenges and team challenges.



STEP FRAMEWORK FOR TENNIS

The 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.

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 space with a net:

- Lines on the floor, spots on the floor, cones, low net, barrier tape, portable net, bench.
- Gradually increasing the height of the net/ barrier.

Using a wall area:

- Basic wall space for rebound games, line marked on wall for “net.”
- Gradually increase the line height.

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?

Sending:

- Roll or Throw (underarm or overarm) with racket hands; using a racket, roll the ball; using a racket, hit the ball.

Receiving:

- Splat the ball when rolled, then roll back; catch the ball, place on floor and roll back; catch the ball, self-feed and hit back; tap the ball up to self, let it bounce, then hit back; hit the ball straight back.
- In Wheelchair Tennis you are allowed up to two bounces of the ball.

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 gradually building up to use rackets with longer handles (19”, 21”, 23”) when ready.

Balls:

- Balloons, larger balls, smaller balls, softer balls, harder balls. Consider using brightly coloured balls to support development. Progressively build up to using the mini red balls when ready.

PEOPLE

Who is involved?

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

Recommendation:

- Individual, pairs, groups, teams, large teams for different activities and practices steadily building to mini red singles.

STEP

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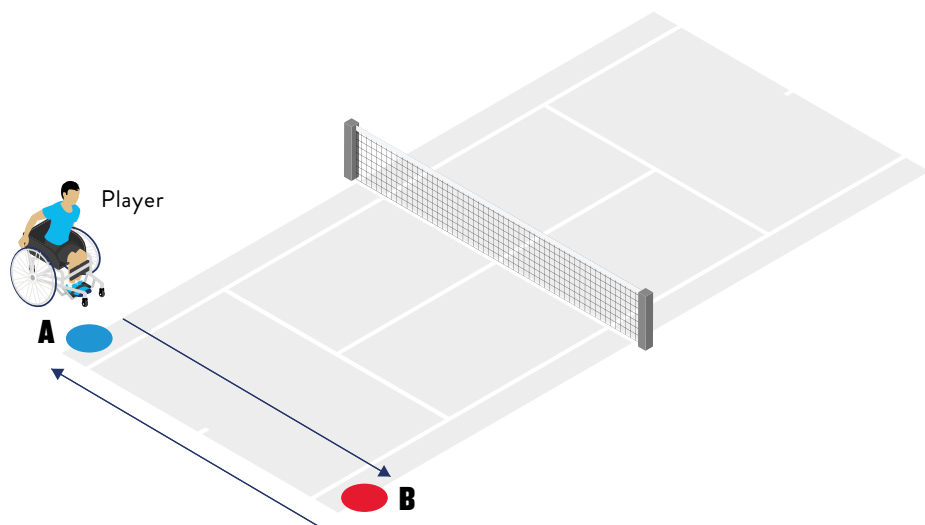


BODY & CHAIR ACTIVITIES





STARTING THE JOURNEY

Introducing forward and backwards movement



Equipment:

  Throw Down Spot (s)

Step by Step Guide

1. Place **Throw Down Spot (s)** anywhere between 5m - 10m apart.
2. The aim of this activity is for players to move in a straight line from Point A to Point B, utilising the shared teaching points.
3. Once players reach Point B, players turn and return to Point A.

Teaching Points

- Imagine the wheels as a clock face (e.g., 12, 3, 6, 9). Hands start at 12 o'clock (top of the wheel) and move towards 3 or 9 o'clock (dependent on direction) for maximum extension.

- Remember to release/ let go of the wheels at 3 or 9, returning back to 12 as quickly as possible.
- Ensure shoulders are over the front or back of the wheels (dependent upon direction of movement), supporting power and generating momentum.
- To change direction, look to feather/ lightly touch one wheel. For more powerful and quicker turns, hold one wheel.
- To turn left, hold the left wheel and to turn right, hold the right wheel.

ELEVATE!

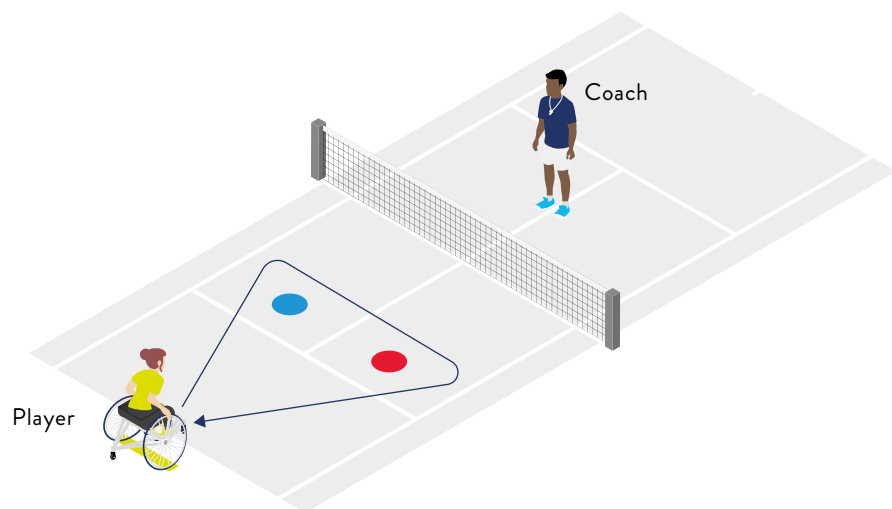
- Players move backwards instead of forwards.
- When coach shouts **left or right**, players must turn in that direction before continuing to Point A or B.
- When coach shouts **stop**, players must stop as quick as they can on the spot before continuing to Point A or B.

BENEFITS:

- Improves shoulder rotation, building strength and flexibility.
- Engages core function for mobility and turns.

READY, SET, GO

Developing basic movement patterns



Equipment:

— Throw Down Line (s)

● ● Throw Down Spot (s)

Step by Step Guide

1. Player starts in the centre of the court (**Throw Down Line used for guidance**).
2. When the coach says “**Go**”, player moves as quickly as they can in the displayed direction of movement (**see activity set up**). Player goes round the spot (s) or cone (s) before returning to the centre of the court.
3. Once player returns to the centre of the court, coach says “**Ready, Set, Go**” and on “**Go**”, player moves in other direction, repeating step 1 and 2.

Teaching Points

- Big strong pushes with full extension of the arms, generating power through the wheels.
- Shoulders over the front of the wheels.
- Feather, lightly touch or hold left or right wheel separately for quick turns and change of direction.
- Player aims to use body and core function to support turns and change of direction.

ELEVATE!

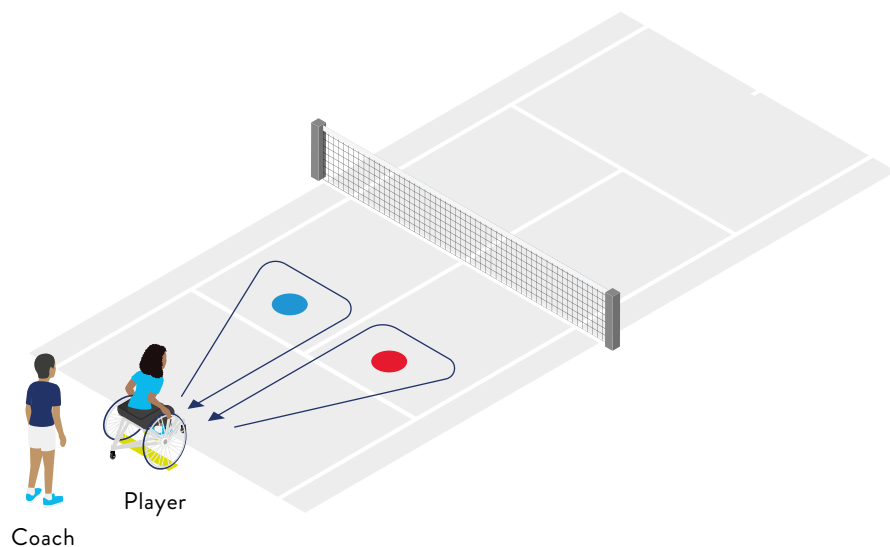
- When the coach says **GO**, the coach will also say **left** or **right**. Players must move and complete the activity in that direction.
- If the coach shouts **CHANGE**, players must change direction and complete the activity going in the new direction of movement.

BENEFITS:

- Improves core stability and engagement.
- Supports development of reaction time.
- Improves arm and shoulder strength.

REACT, REVIEW, RESET

Connecting chair patterns with principles of tennis



Equipment:

- Throw Down Line (s)
- Throw Down Spot (s)

Step by Step Guide

1. Player starts in front of coach, roughly 1 metre away and facing away from the coach (back to them/ facing direction of movement).
2. The coach will stand behind the player facing them.
3. The coach will shout **blue** or **red**.
4. Once the call is made, the player must react and move towards the **blue** or **red** spot.
5. When the player reaches the **blue** or **red** spot, the player must move round (turn in) the spot and return to the centre of the court (**baseline**).
6. The player **Reviews** and then **Resets** for the next call.

Teaching Points

- Players are in an active ready position. E.g., facing the court, head up and looking forwards and arms at 12 o'clock on the wheels (starting position).
- Shoulders over the front of the wheels and full extension for maximum power when pushing.
- Quick movements and release returning arms to starting position (12 o'clock) after each push.
- To turn, feather or hold left or right wheel.

ELEVATE!

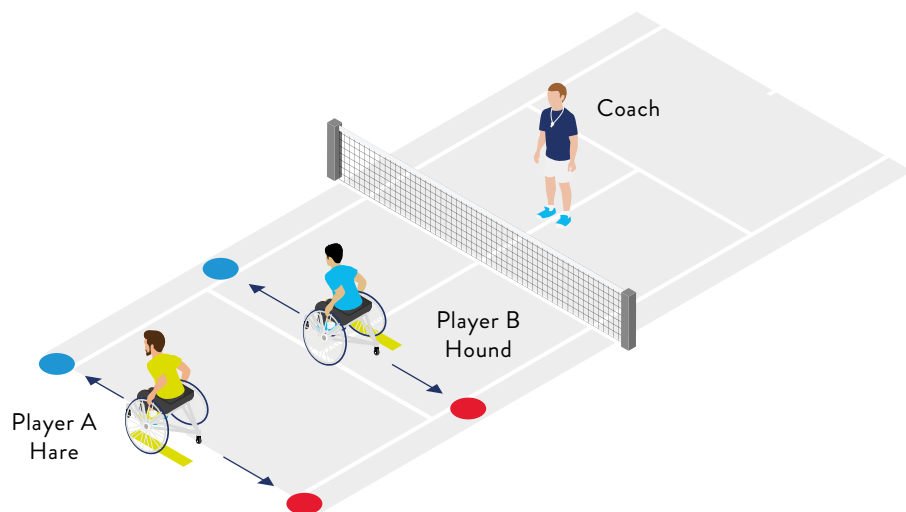
- Player faces away from the court (looking at the coach). Coach will shout **blue** or **red** with the player having to turn and react to the call.
- Coach holds **blue** or **red** as the call. The player is looking to react to signal with no voice communication.

BENEFITS:



- Improves reaction time and speed.
- Improves muscle power and muscle memory.
- Improves visual awareness when reacting to the call with no voice communication.

HARE & HOUND

Developing reaction and change of direction



Equipment:

-  Throw Down Line (s)
-  Throw Down Spot (s)

Step by Step Guide

1. Players are in pairs opposite and facing each other. Player A is on the baseline, player B is roughly 1 metre away or on the service line.
2. Player A is the **Hare** and Player B is the **Hound**.
3. The **Hare** moves along the baseline trying to lose the **Hound**; looking at change of direction. The **Hound** has to react to the **Hares** every movement.
4. When the coach shouts sprint, the **Hare** must push as fast as they can pass the **blue** or **red** spot in the direction they are facing. The **Hound** has to pass the **blue** or **red** spot before the **Hare** to win/ result in a catch.

5. Swap roles once the sprint has been completed.

Teaching Points

- Quick turns to improve reaction and court awareness.
- Quick and powerful pushes to improve speed.
- Utilise core rotation to support turns for improved momentum and overall chair speed.
- If required, use **Throw Down Lines** as a guide for starting position.

ELEVATE!

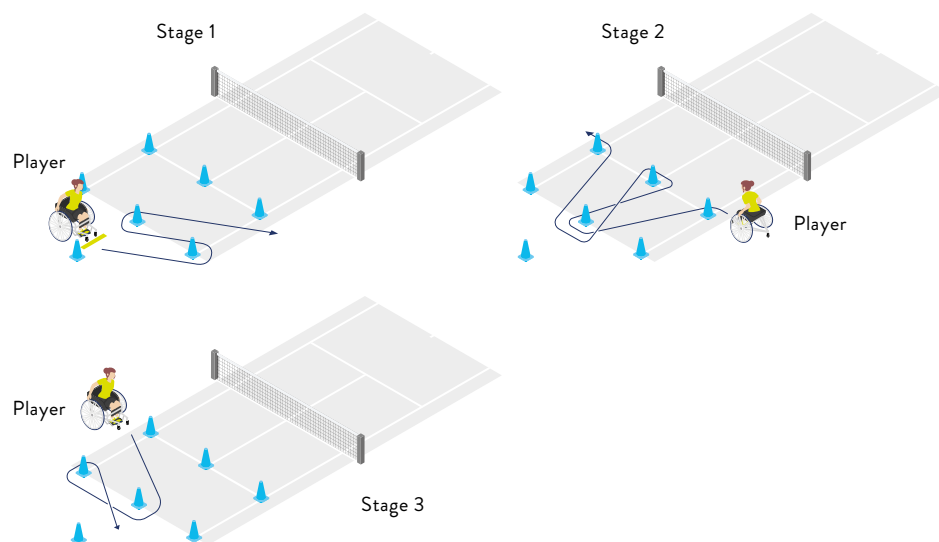
- Coach holds up **blue** or **red** spot as the signal for the sprint and on the signal, the hare must sprint towards that coloured spot.

BENEFITS:



- Improves reaction time and awareness of opponents movement.
- Improves agility, balance and coordination.
- Teamwork: competitive scenario looking to maximise personal best.


FAN ATTACK

Developing change of direction with speed



Equipment:

-  Throw Down Line (s)
-  Cones

 Tennis Rackets

Step by Step Guide

1. The player starts in the centre of the court (**Throw Down Line used for guidance**). The aim is to complete the course in the quickest time possible.
2. When the coach says go, the player moves round the course in the direction of movement as shown on the diagram.
3. The player must go round each cone. If they miss a cone, the activity is restarted.

Note: Activity is split into three stages to support understanding. Players can complete one stage at a time to gain confidence/ knowledge of movement patterns and then merge all three together to complete the course.

Teaching Points

- Quick and powerful pushes with the arms generating chair speed. Looking to release and return hands to the wheels as quickly as possible.
- Use core function to support with turning and change of direction.
- Feather or powerful hold on wheels for quick turns and recovery. Looking to keep momentum of movement within the chair.
- Players always looking to turn into the court. E.g., on the turn going round either left or right hand side of each cone.
- Utilise racing line. E.g., looking to move slightly away from the cone and on the turn, be “tight” or “close” to the cone.

ELEVATE!

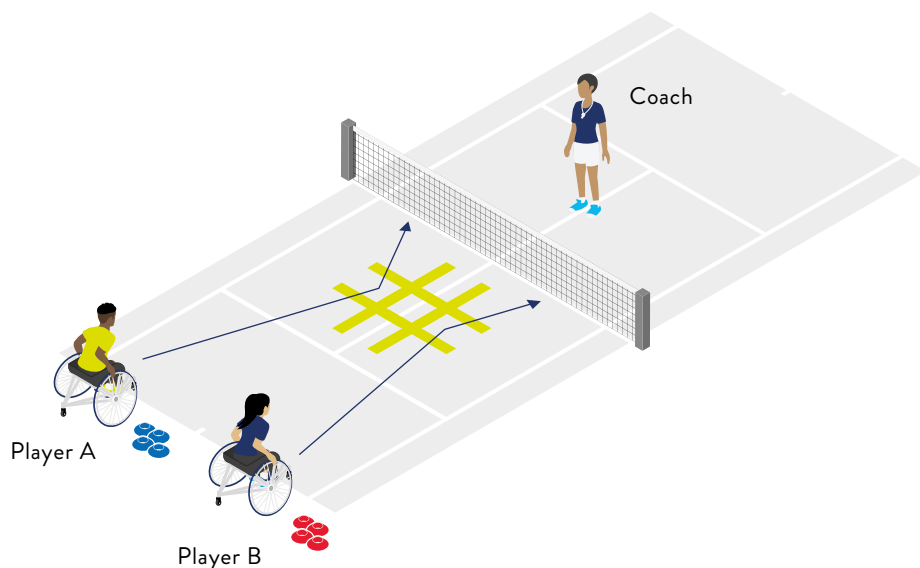
- Complete activity with tennis rackets.

BENEFITS:




- Improves reaction time and cognitive stimulus.
- Cementing the principle movements of Wheelchair Tennis.
- Improves muscle function, strength, speed and power.

CONNECT 3!

Linking body and chair movements with speed



Equipment:

-  Throw Down Line (s)
-  Cones
-  Tennis Net

Step by Step Guide

1. In this body and chair activity, players will compete against one another in a game of Connect 3!
2. One player will have **blue** cones, the other player will have **red** cones.
3. Both players start on the baseline, facing the net. In between the net and service line is a box laid out for this activity (**Throw Down Lines**).
4. When the coach says go, players (with their designated cone in hand) sprint towards the box, placing their coloured cone in one of the squares.
5. Once players have placed their cone in a square, players sprint back to the baseline, picks up another cone and looks to place the cone in another squared section.

6. The first player who **CONNECTS 3!** in a row wins.
7. If no-one **CONNECTS 3!**, it's a draw and activity is restarted.

Note: players are only allowed to pick up one cone at a time.

Teaching Points

- Powerful pushes with full extension of the arms.
- Shoulders over the front of the wheels for power and momentum.
- Hold left or right wheel separately for quick turns and change of direction.
- Keep head up, facing forwards for spatial awareness.

ELEVATE!

- One player has an advantage (e.g., square already taken by a coloured cone).
- Once players have placed a cone in a square, players must touch the net before returning to the baseline. If players don't touch the net, a cone is removed.

BENEFITS:

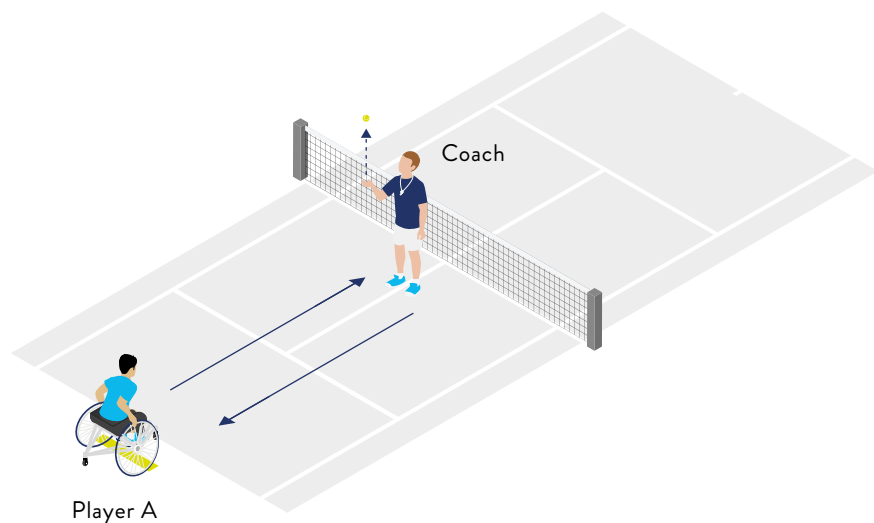
- Generates thought and thinking processes.
- Improves tactical awareness.
- Competitive edge.



BALL & CHAIR ACTIVITIES

SPOT & CATCH

Introducing movement and catching patterns



Equipment:

- Throw Down Line (s)
- Tennis Ball (s)

Step by Step Guide

1. In pairs or with the coach, players and/ or coach start by facing each other, roughly 1 or 2 metres apart. Use **Throw Down Line** for guidance (if required).
2. One person is the **coach** the other is the **player**.
3. The coach throws the ball up in the air vertically.
4. When the ball is thrown, the player must react and move towards the ball, looking to catch it on either 1 or 2 bounces.

5. Once the player has caught the ball, the player immediately throws the ball back to the coach and returns to the starting position (**Throw Down Line**).

Teaching Points

- **Player** is in an active ready position ready to move and catch the ball.
- **Powerful** pushes towards the ball ready to catch. Looking for the first push to be powerful as players will be in a stationary position to start.
- **Hands** out in front of body ready to catch the ball.

ELEVATE!

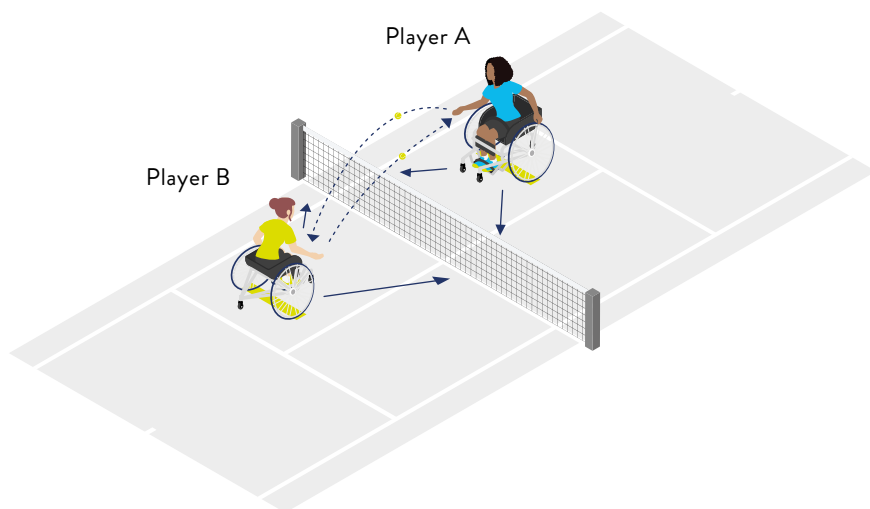
- Coach to shout how many bounces player has to catch the ball. (e.g., 0, 1, 2).
- Two balls in play: coach feeds one ball and when player catches and returns one ball to the coach, coach immediately throws a second ball.
- Increase distance between coach and player if activity becomes too easy.

BENEFITS:

- Improves reaction time.
- Improves spatial awareness.

THROW & CATCH

Developing confidence in throwing and catching



Equipment:

— Throw Down Line (s)

— Tennis Net

● Tennis Ball (s)

Step by Step Guide

1. In pairs, players and/ or with the coach are directly opposite each other on opposing sides of the net, roughly 1 metre away.
2. Player A throws the ball underarm to Player B.
3. Player B catches the ball and throws it back to Player A underarm.
4. Both players are allowed 1 or 2 bounces.
5. Once players achieve 5 throw and catches in a row, players move further away from each other and the net.

Teaching Points

- Players throw the ball using a low to high swing/ release.
- Starting position of the throw will be with the ball by the side of the wheel in the dominant hand.
- Release the ball in front of the wheels and body at waist height.
- Receiving players are encouraged to be in the ready position. E.g., hands in front of their body ready to receive and catch the ball.
- Players must be ready to move the chair towards the ball. Players are always looking to remain active if they do not have the ball.
- **Pushing:** 1 or 2 big pushes required for chair momentum

ELEVATE!

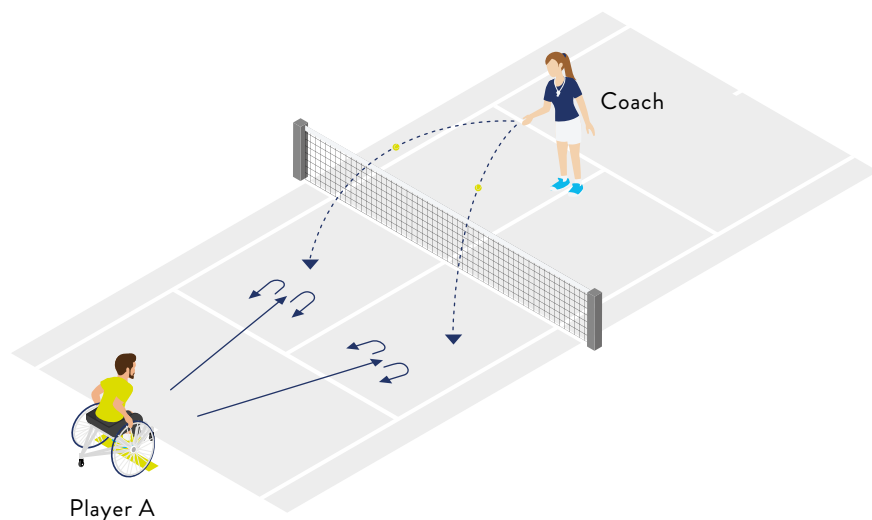
- If players get 5 throws and catches in a row, increase this to 10. If they get 10, increase to 15 and so on.
- Complete activity with overarm throws.

BENEFITS:

- Teamwork.
- Communication.
- Improved shoulder mobility.

IN & OUT

Challenging movement in multiple directions whilst throwing the ball



Equipment:

— Throw Down Line (s)

— Tennis Net

● Tennis Ball (s)

Step by Step Guide

1. Player and coach start by facing each other on opposite sides of the net.
2. Coach feeds the ball to the player on any area of the court (focus on short feeds to support forwards movement).
3. Player moves to the ball and catches it before two bounces. Player then throws the ball back to the coach.
4. After the player throws the ball, coach shouts **In** or **Out**. This is the direction of turn the player has to complete before returning to the centre of the baseline.

Teaching Points

- Head always up looking towards the coach.
- Core and body engaged.
- Powerful pushes through the arms and shoulders.
- **In = player turns into the court.**
- **Out = player turns out of the court.**

ELEVATE!

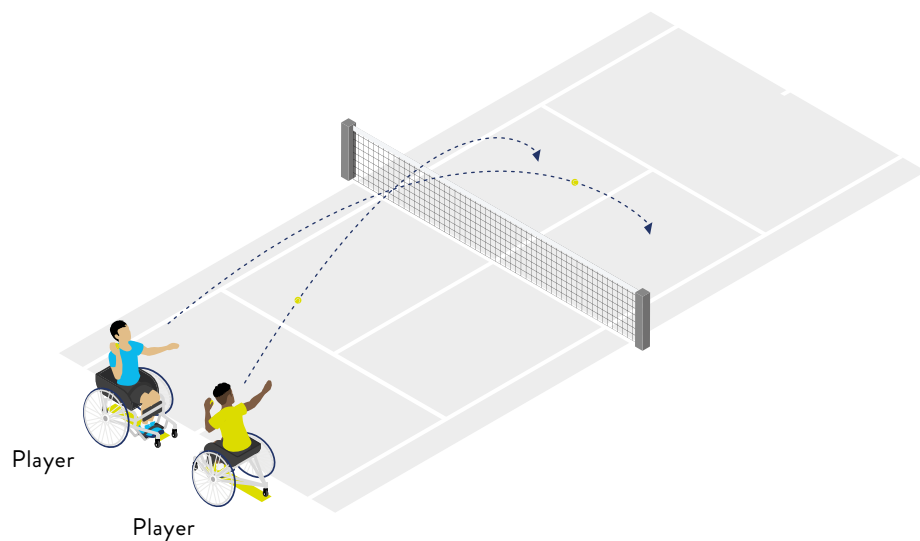
- Coach to shout how many bounces player has in order to catch the ball. (e.g., 1, 2).
- Opposites: When coach says **Turn In**, this will mean **Turn Out**, and vice versa for **Turn Out**, meaning **Turn In**.

BENEFITS:

- Improves cognitive functioning and court awareness.
- Improves reaction time.
- Improves ball tracking skills.
- Improves thinking process.

SKIES THE LIMIT

Introducing a service action through sending



Equipment:

— Throw down line (s)

— Tennis Net

● Tennis Ball (s)

Step by Step Guide

1. Players line up along the baseline with one ball.
2. The sports wheelchair will be sideways onto the court. If players are left handed, players will need the right wheel parallel to the baseline; and if players are right handed, players will need the left wheel parallel to the baseline.
3. With the ball in the dominate hand, hold the ball in line with the wheel that is on the baseline.
4. Split the arms and bring the ball towards your ear. The non-dominant arm/hand starts to point where you want the ball to go (**trophy position**).
5. For an effective service motion, release the ball at the highest point with full extension of the throwing arm.

Teaching Points

- Chair sideways onto the court.
- Ball starts on the wheel nearest to baseline.
- Smooth throwing motion.
- During the swing phase, ball to be placed by ear (**trophy position**).
- Point where you want the ball to go with non-throwing arm.
- Release the ball at 12 o'clock.
- Always throw diagonally (e.g., replicates the serve).
- To support serve development, start the service action from the **trophy position**. E.g., ball in dominate hand starts by ear.

ELEVATE!

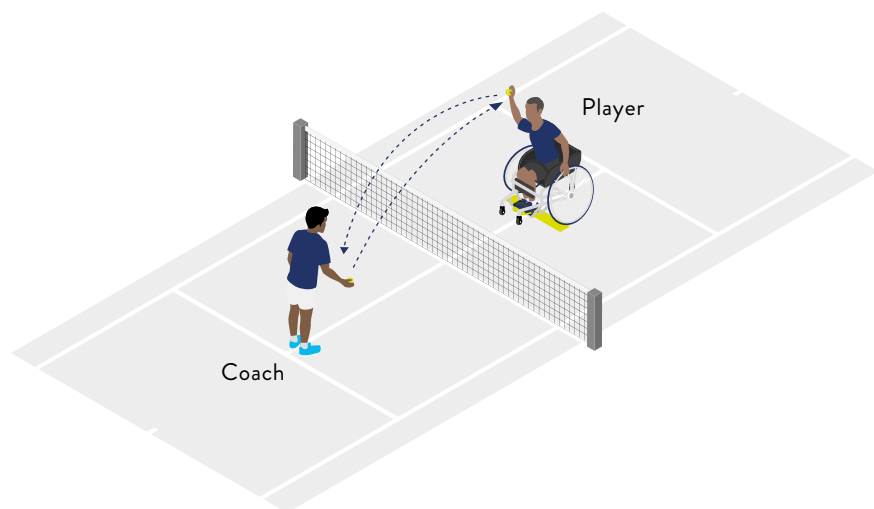
- Coach sets out targets for players to aim for and hit.

BENEFITS:

- Improved core function and rotation.
- Hand-eye and motor coordination.
- Shoulder mobility and rotation.

NO BOUNCE ALLOWED

Introducing a volley action through sending and receiving over the net with hands



Equipment:

— Throw down line (s)

— Tennis Net

● Tennis Ball (s)

Step by Step Guide

1. Players line up close to the net (**Throw Down Lines for guidance**) with the coach on the opposite side.
2. Coach throws the ball to the players forehand and backhand side.
3. The players **volley** the ball over the net using their hand (s), aiming to hit the ball back into the coaches hand.

Teaching Points

- Players in an active ready position ready to receive the ball with hands in front of the body.
- Players punch the ball with the palm of their hand, making contact in front of their body.
- Finish swing/ shot in front of the wheels.
- After each shot, hands return to ready position in front of body.

ELEVATE!

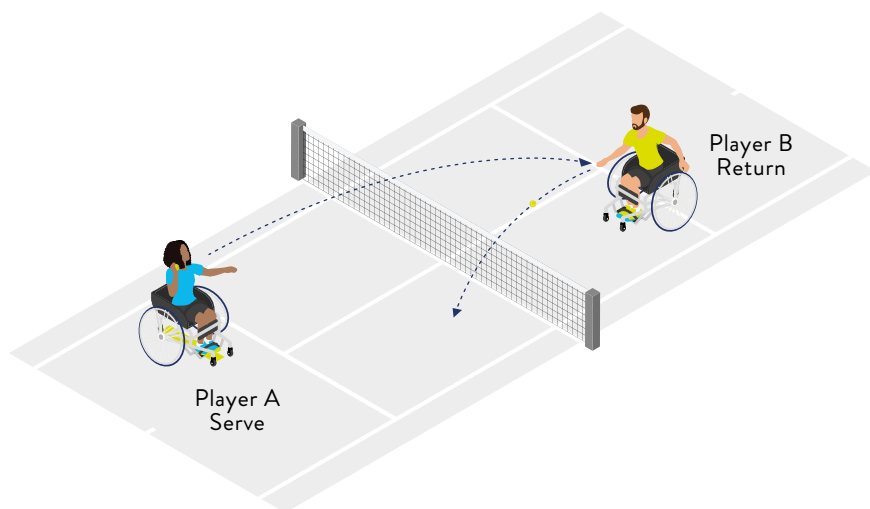
- Coach to mix up feeds, not telling player where it is going. This will support recovery position.
- If players achieve 5 **volleys** in a row, players move further away from the net to increase difficulty. You can progress this further by players having to achieve, for example 10, 15, 20 **volleys** in a row.

BENEFITS:

- Hand-eye and motor coordination.
- Core function mobility and rotation.

KEEP IT GOING

Developing a throw and catch sequence in pairs



Equipment:

— Throw Down Line (s)

— Tennis Net

● Tennis Ball (s)

Step by Step Guide

1. In pairs and on opposite sides of the court, the aim of this activity is to keep it going with underarm and overarm throws.
2. The activity is only played within the service box and half court.
3. Player A “serves” the ball by throwing it overarm.
4. Player B reacts to the serve and looks to move, catch and throw the ball back underarm.
5. Both players are aiming to move their partner round the service box. Therefore, looking to utilise deep and short throws.
6. As soon as the player catches the ball, the player must throw it back as quickly as possible. This will imitate a rally situation.
7. The **serve** is the only throw that is allowed overarm, every other throw must be underarm.

Note: activity to be completed cross court. If there are more than two people on the same court, complete the activity by going up and down the line.

Teaching Points

- **Overarm throw:** looking for trophy position and full extension of the arm, releasing the ball at 12 o'clock and above the head.
- **Underarm throw:** players release the ball out in front of the wheels and in direction players want the ball to go.
Top Tip: use non-throwing arm to point in the direction the ball will go.
- With the underarm throws, players aim to shadow forehand and backhand shots.
- Players are active and agile, ready to react to the throw with quick changes of direction.

ELEVATE!

- Players must catch with one hand and throw with the other.
- Both service boxes in play (start the point with a diagonal throw).

BENEFITS:

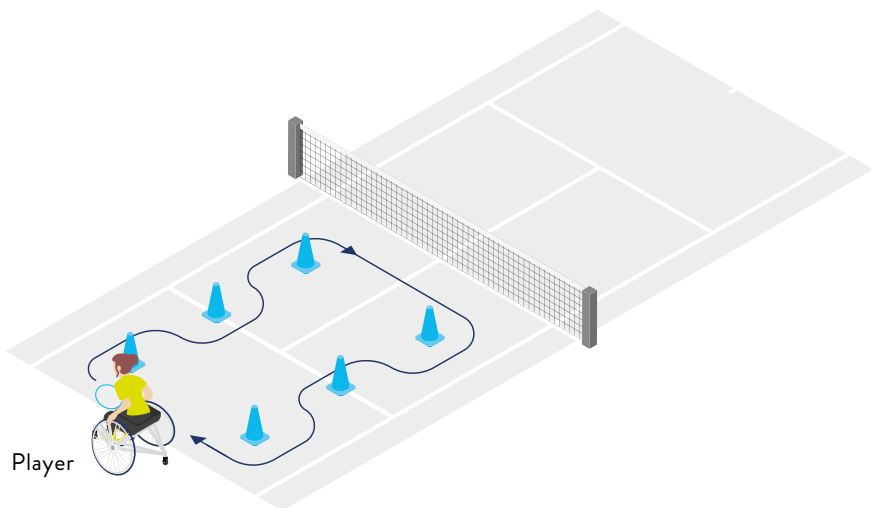
- Hand-eye and motor coordination.
- Reaction, agility, balance and coordination.



RACKET, BALL & CHAIR ACTIVITIES

HOLD, PUSH & MOVE

Introducing movement with the tennis racket



Equipment:

-  Cones
-  Tennis Rackets

Step by Step Guide

1. With the racket in hand, players start on the centre of the baseline.
2. Players weave in and out of the cones (**see activity set up**), focusing on small and quick changes of direction.
3. Once players have completed the activity going one direction, players complete activity in opposite direction.

Teaching Points

- Racket now becomes part of the hand supporting movement in the chair.
- Hand and racket both rest on the wheel and are used together to move the chair.
- To turn left, feather or hold the left wheel. To turn right, feather or hold the right wheel.
- When moving, shoulders to be over the front of the wheels for maximum power and momentum.
- Remember to release the wheels at 3 o'clock or 9 o'clock returning back to 12 o'clock.
- To stop, hold both wheels.

ELEVATE!

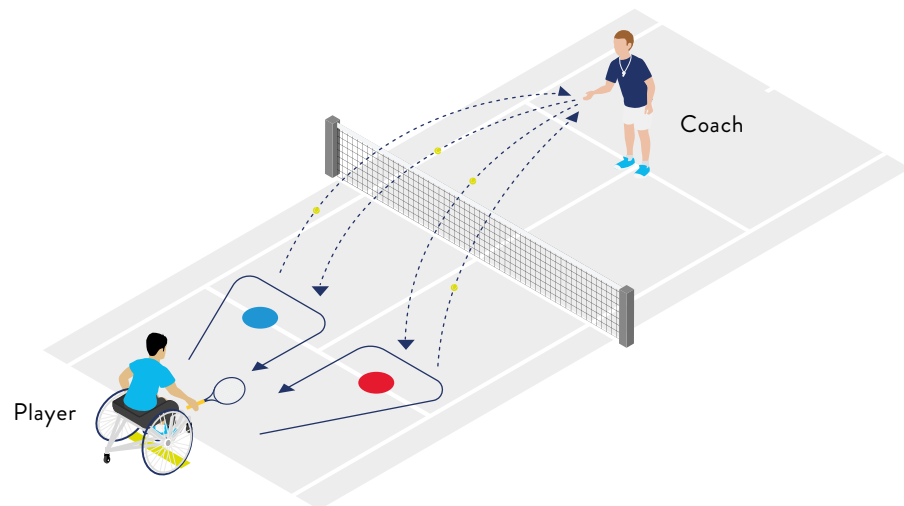
- Players complete this activity by going backwards.

BENEFITS:

- Supports forwards and backwards rotation of the shoulder.
- Improves core function, stability and strength.
- Building confidence with racket, body and chair.

SPOT, MOVE, HIT RECOVER

Developing confidence in moving and hitting with racket



Equipment:

— Throw down line (s)

● ● Throw Down Spot (s)

● Tennis Ball (s)

🎾 Tennis Rackets

— Tennis Net

Step by Step Guide

1. Coach feeds the player a ball from the opposite side of the court, alternating between the **blue** and **red** spots (forehand and backhand).
2. As the coach releases the ball, player **spots** and moves towards it.
3. When the player gets to the ball, the aim is to hit it over the net and into the court.
4. The player then turns in or out round the **blue** or **red** spots and recovers back to the centre of the baseline.

Teaching Points

- Eyes always forward and looking towards the coach.
- Player does big pushes towards the ball at 45 degrees, looking to generate power through the arms and chair.

- Player glides into the shot, taking both hands off wheels.
- The player has the racket low and to the side of their body and chair. **Note:** the side the racket starts is dependent on the coaches feed (forehand or backhand).
- The player continues the swing path of their racket (**low to high**) by contacting the ball out in front of their wheels and body. On contact, the racket strings face the direction the player wants the ball to go.
- To complete swing path, finish with the racket over the shoulder.
- Player feathers or holds left or right wheel to turn in or out (round the spot) and recovers back to the centre of the baseline.

ELEVATE!

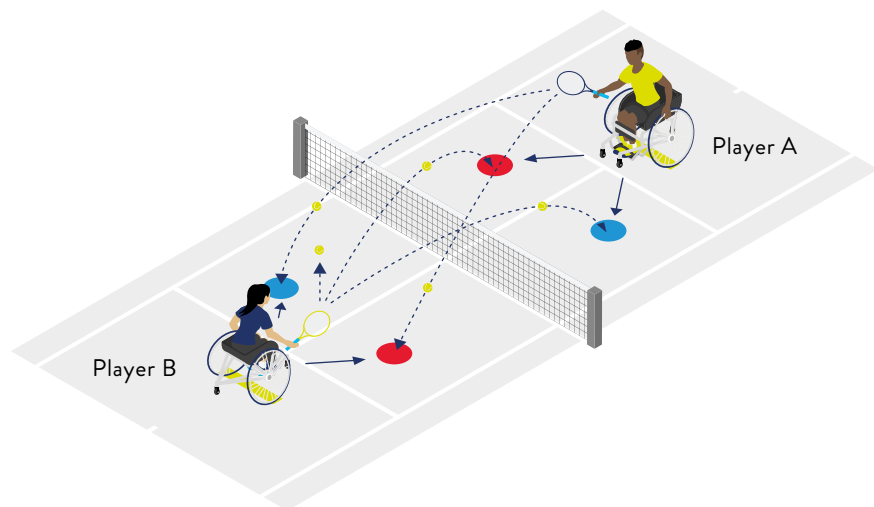
- No alternating of shots (e.g., coach could feed 3 forehands in a row then 1 backhand).
- Opposites: coach shouts forehand, but feeds to the backhand.

BENEFITS:

- Improved thought process and brain cognition.
- Improved core function and rotation of upper limbs.
- Building strength through contact forces of the ball.

CONTROL & HIT

Developing confidence in moving and hitting with racket



Equipment:

— Throw down line (s)

● Tennis Ball (s)

— Tennis Net

●● Throw Down Spot (s)

🎾 Tennis Rackets

Step by Step Guide

1. Players work in pairs with the aim of getting a rally.
2. Player A starts by feeding the ball to Player B using the racket (starting the rally).
3. Player B control taps the ball (hitting it up in the air), lets it bounce and hits it back to Player A.
4. Player A control taps the ball (hitting it up in the air), lets it bounce and hits it back to Player B.
5. Players are aiming to hit the ball to either **Blue** or **Red** spots. This supports development of shot direction and aids in movement of partners as well as recovery to the centre of the court.

Teaching Points

- On the control tap, point racket strings up to the sky for effective control.
- Controlled swing, working collaboratively with partner.
- Think about moving the chair to the correct position to support control tap and hit.
- Control the ball out in front of the wheels and player points the racket strings in the direction they want the ball to go.

ELEVATE!

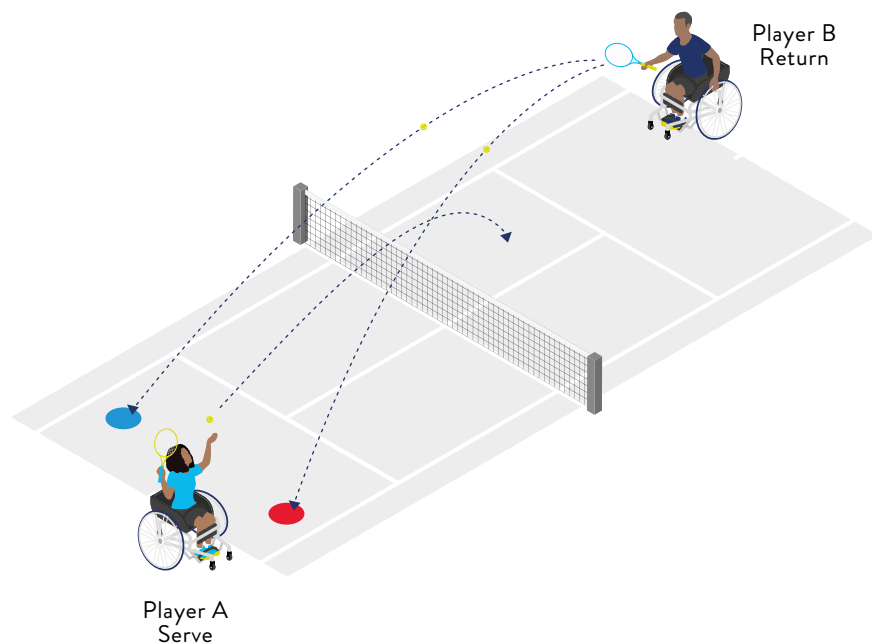
- Take away control tap for continuous rally.
- Example: if players control tap on the forehand side, they must move round the ball and hit a backhand. If players control tap on the backhand side, they must move round the ball and hit a forehand.

BENEFITS:

- Teamwork.
- Cognitive process and spatial awareness.

SERVE IT UP

Developing the direction of serve with return



Equipment:

 Tennis Ball (s)

 Throw Down Spot (s)

 Tennis Net

Step by Step Guide

1. In pairs. Player A = server and Player B = returner.
2. Player A is positioned on the baseline with their racket and tennis ball ready to serve.
3. Player B is positioned diagonally opposite Player A on the baseline ready to return.
4. Player A serves the ball overhead into the service box diagonally opposite.
5. Player B moves and returns the ball, aiming towards the **blue** or **red** spots.
6. Players swap roles after 5 goes on either serve or return.

Teaching Points

- Server starts in the Trophy Position with the racket in the dominate hand and the ball in the non-dominant hand.
- Server throws the ball up vertically, making sure it is straight.
- When the ball reaches its highest point, the server brings the racket through, making contact with the ball at the highest point (12 o'clock).
- Once contact with the ball has been made, the server follows through with the swing to generate power.

ELEVATE!

- Coach tells server where they want the ball to go (e.g., t-serve, middle, or out wide).
- If serve goes in, play out the point as a rally between server and returner.

BENEFITS:

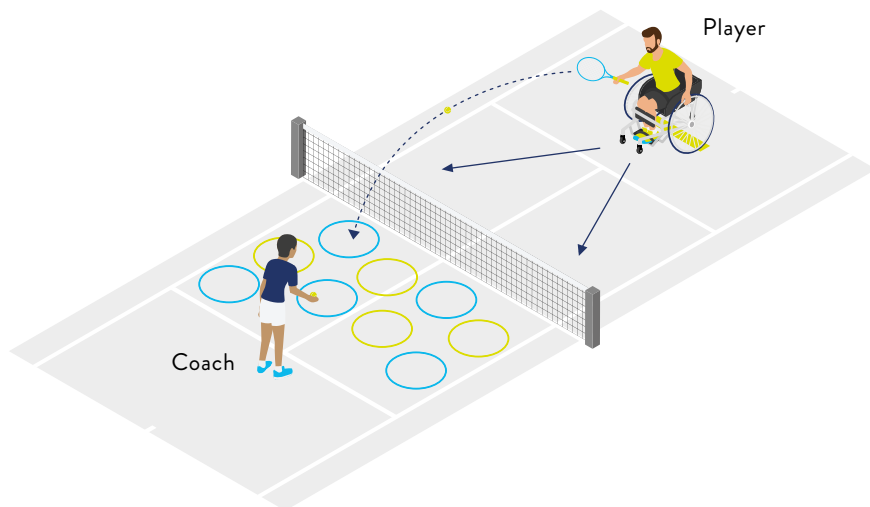
- Engaged core function.
- Spatial awareness and direction of movement.
- Shoulder mobility and strength.

TOP TIP:

- To ensure the serve is in the right place, do a couple of throws and let the ball bounce. This will help the player judge height, direction and placement.

INTO THE HOOP: VOLLEY

Developing volley action with targets



Equipment:

 Tennis Ball (s)

 Target Hoop (s)

 Tennis Net

 Throw Down Line (s)

Step by Step Guide

1. The court has been divided into target zones using hoops placed on the floor.
2. The player is positioned halfway between the baseline and service line (**use Throw Down Line as a guide**). The player starts the activity by doing two big pushes towards the net; using principles previously learned.
3. The coach throws the ball cooperatively to the player, ensuring the player only hits volleys (Forehand and Backhand).
4. The player must volley the ball into the target zones without letting the ball bounce. For it to count, the ball must bounce in the hooped targets.

5. Once the player has hit their volley, the player turns and recovers to their starting position, halfway between baseline and service line.

Teaching Points

- Two big pushes, moving towards the net ready to receive the ball.
- Racket arm is out in front of the sports wheelchair and body ready to receive the volley.
- Punch the ball with the racket in front of the wheels and racket strings pointing where the player wants the ball to go.
- Feather/ hold left or right wheel for quick turns and recovery.

ELEVATE!

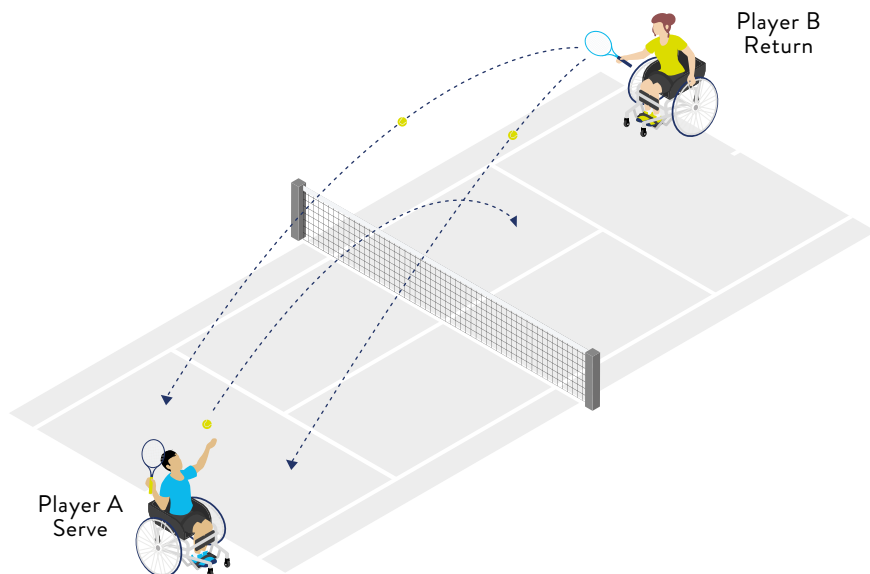
- Reduce the number of targets available.
- Coach does not indicate if the feed will be a forehand or backhand volley. The player must judge the throw to decide if it is a forehand or backhand volley.

BENEFITS:

- Hand-eye and motor coordination.
- Depth and power control.

TIME TO TRADE

Developing rally in pairs with rackets and movement



Equipment:



Tennis Ball (s)



Tennis Rackets



Tennis Net

Step by Step Guide

1. In pairs, players will now work together from the baseline to develop and maintain a rally.
2. To start, Player A serves the ball diagonally to Player B taking in the key teaching points learned from the serving activities.
3. Player B must move into the ball and return it cooperatively to Player A, maintaining the rally.
4. Both players keep trading (i.e., rallying) over the net from the baseline until the rally breaks down. The aim is to keep the rally going for as long as possible.
5. Once the rally has broken down, players will swap roles.

Teaching Points

- **Server:** side on with both racket and ball starting on the wheel nearest to the baseline. Start motion by splitting arms and releasing the ball out in front, just below or in line with shoulder. At this point, players should be in the **trophy position**.
- **Server:** with the racket arm, players are looking to make contact with the ball at the highest point (12 o'clock) and slightly in front of the wheels. Follow-through to complete the shot.
- **Returner:** as the server releases the ball from the throw, start moving into the court ready to return the shot.
- **Returner:** look to make contact with the ball on either the forehand or backhand side and in front of the wheels and body. The returner points the racket strings in the direction they want the shot to go (cross court, middle or line).
- **Both players:** maintain consistent chair movements as learned in previous activities and with each shot looking to contact the ball in front of the wheels and body.
- **Both players:** during the rally and after each shot recover as quickly as possible keeping an eye on the opponent/ partner. This will support players being ready for the next shot.

ELEVATE!

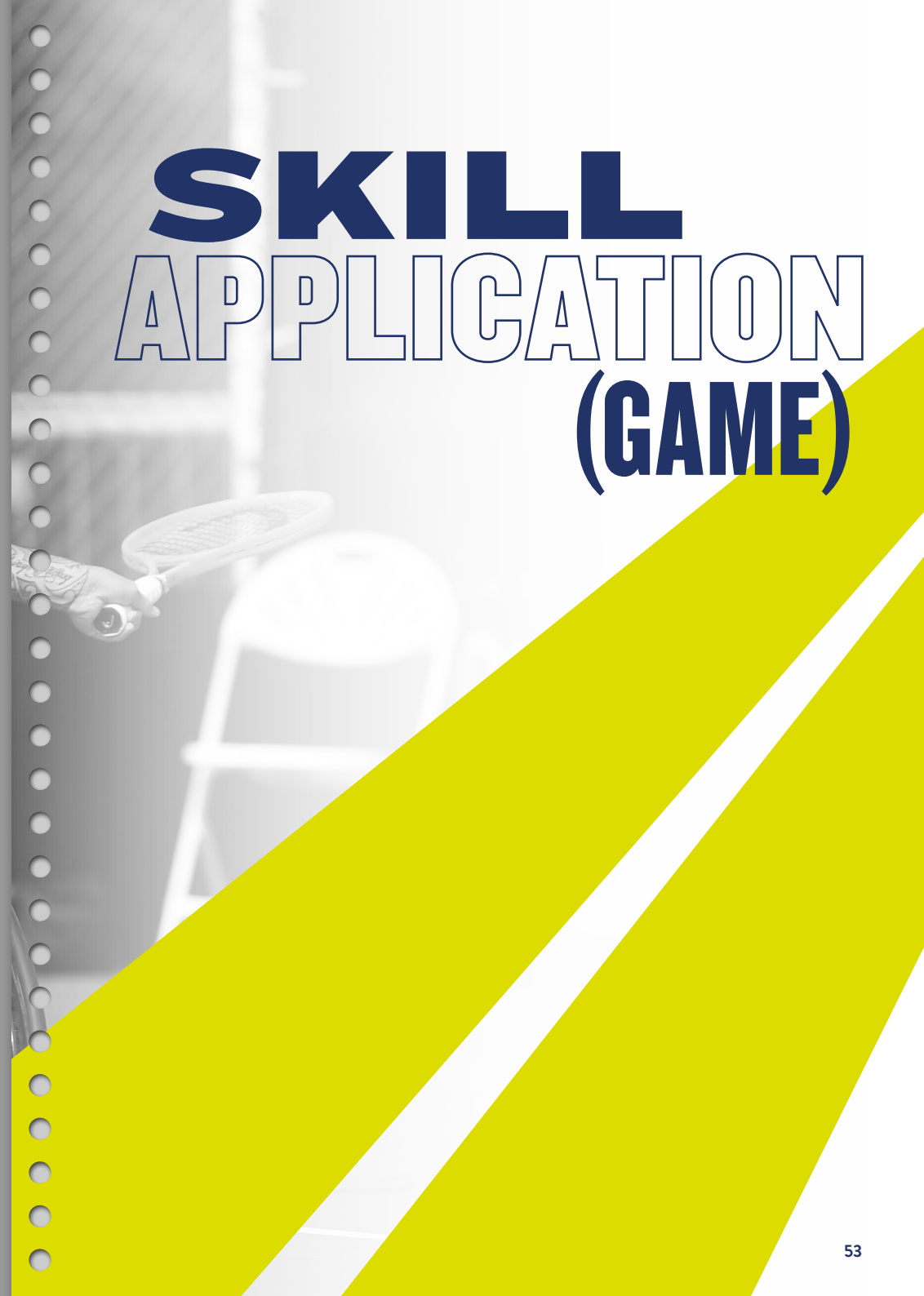
- Server must direct serve to T, Middle or Wide.

BENEFITS:

- Hand-eye and motor coordination.
- Depth and power control.



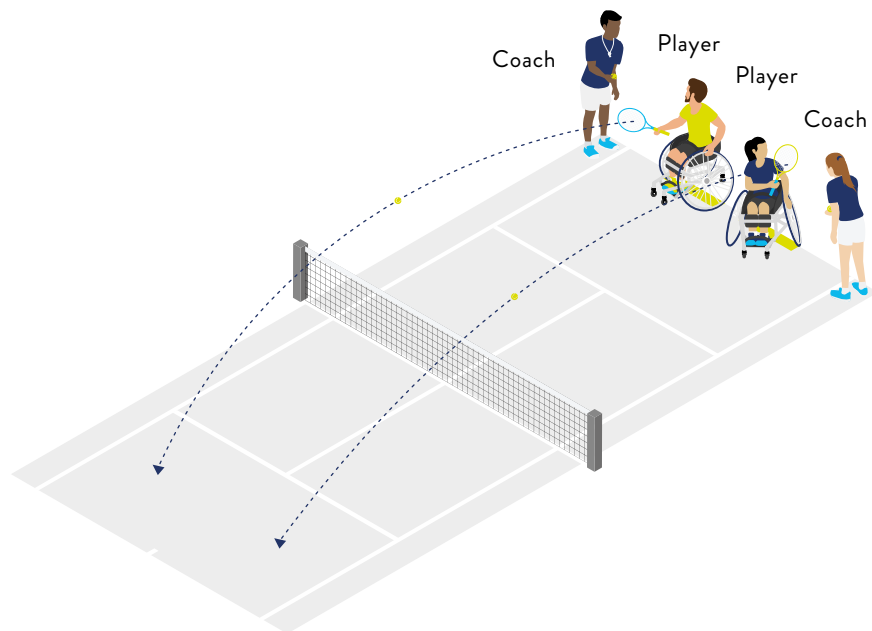
SKILL APPLICATION (GAME)



SKILL APPLICATION (GAME)

HIT, HIT, HIT

Continuously hitting the ball over the net



Equipment:

 Tennis Ball (s)

 Tennis Rackets

 Tennis Net

 Throw Down Line (s)

Wheelchair Performance Pathway Activity Cards

Step by Step Guide

1. Coach and player are on the same side. Using the principles previously learned, the aim for the player is to hit as many balls over the net and in the court.
2. The coach is next to the player and drop feeds the ball in front and slightly to the side of the players sports wheelchair.
3. Players hit the ball after 1 or 2 bounces.
4. Coach to alternate feeds on both forehand and backhand sides.

Teaching Points

- Players start on the baseline
(**Throw Down Line for guidance**).

- Players sit at 45 degree to the court or pointing sports wheelchair towards net post.
- Players looks to make contact with the ball in front of the wheels.
- **Swing Path:** players start with their racket down low and to the side of their body and sports wheelchair (same swing path for both forehand and backhand side). When the coach drop feeds the ball, the players swing from low to high, finishing the swing over their shoulder.
- **Contact Point:** players are looking to make contact with the ball in front of the wheels and body with a straight arm and pointing the racket strings in the direction they want the ball to go.
- One hand on the racket at all times (including backhand side).

ELEVATE

- Players do a small push towards the coach before hitting the ball. This supports momentum and shot power.
- Coach decides how many bounces players get before hitting.

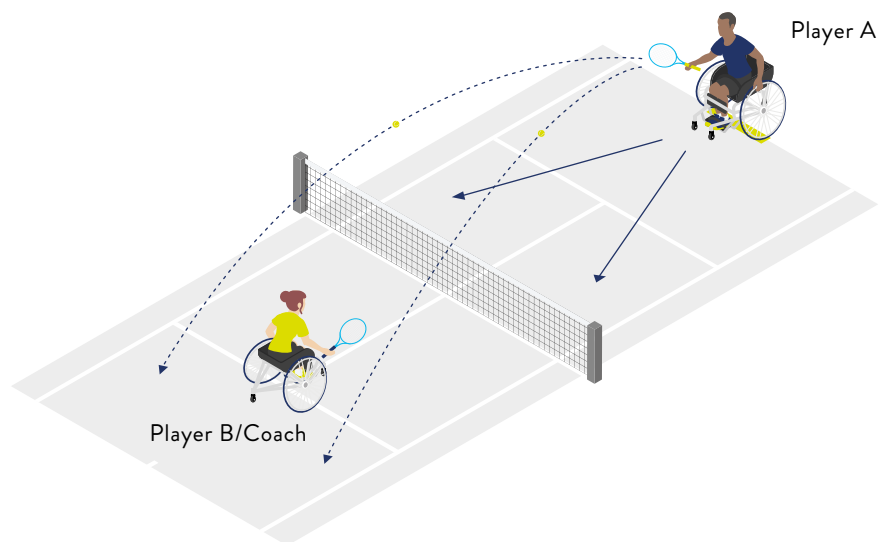
BENEFITS:

- Improves muscle stimulus and strength.
- Hand-eye and motor coordination.

SKILL APPLICATION (GAME)

SPEED UP & CHALLENGE

Developing racket confidence in a pairs challenge



Equipment:

 Tennis Ball (s)

 Tennis Rackets

 Tennis Net

 Throw Down Line (s)

Wheelchair Performance Pathway Activity Cards

Step by Step Guide

1. Players work in pairs. Player A is the **player** and Player B is the **coach**.
2. The player starts on the baseline (**Throw Down Line for guidance**) and the coach starts opposite the player on the opposing side of the net.
3. The coach feeds the ball cooperatively to the player using the principles learned in **Spot, Move, Hit, Recover**.
4. The player must react to the coaches feed, move towards the ball and then hit the ball over the net and into the court. Once the player has hit their shot, they recover to the centre of the baseline.
5. The aim is to see how many shots the player can get over and in within one minute. The coach only feeds the next ball when the player has recovered to the centre of the baseline.

6. Once player and coach have followed steps 1 to 5, repeat process but roles are reversed.

Teaching Points

- **Player:** make contact with the ball out in front of the wheels and body.
- **Swing path:** players start their racket low and to the side of their body and sports wheelchair (forehand and backhand sides depending on shot selection). Players aim to make contact with the tennis ball in front of their body and wheels, pointing the racket strings in the direction they want the ball to go. To finish the swing path, players finish over their shoulder to help generate momentum, speed and depth of each shot.
- **Player:** powerful pushes to **speed up** and react to the ball
- Feather/ hold left or right wheel for quick turns and recovery.

ELEVATE!

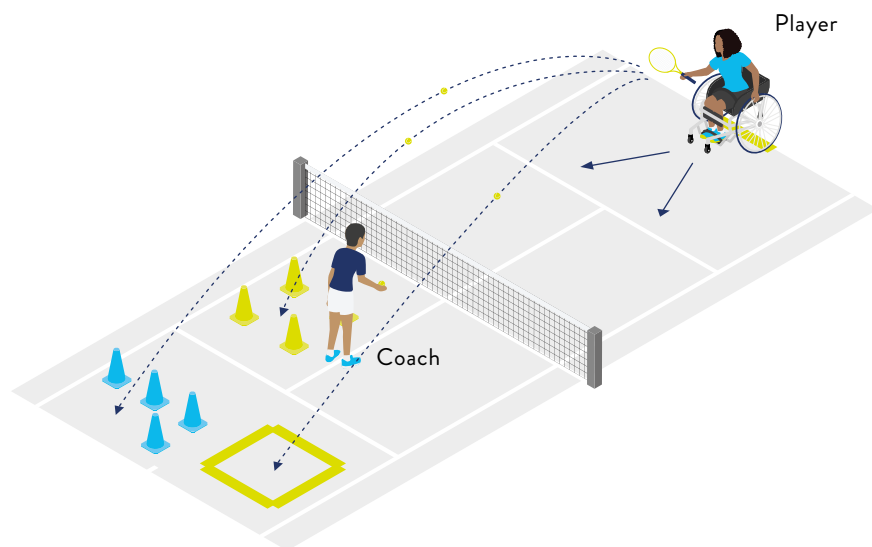
- Reduce Time.
- Coach decides how many “over and in” the player must get in the allocated time.

BENEFITS:


- Competitiveness.
- Teamwork and collaborative learning.
- Motor Control.

IN THE ZONE

Creating opportunities on the ground-strokes with targets



Equipment:

 Tennis Ball (s)

 Tennis Net

 Tennis Rackets

 Throw Down Line (s)

 Cone (s)

Step by Step Guide

1. The player is positioned on the baseline on the opposite side of the net to the coach.
2. Coach feeds a ball to the player.
3. The player must move towards the ball, hit their shot (using the principles previously learned) and aim for the target zones.
4. If the player gets it into the zone short (service boxes) they get **1 point** and if they get it deep (between service line and baseline) they get **3 points**.
5. Player with the most points win.

Teaching Points

- Players look to utilise the low to high swing teaching principles, remembering to finish over their shoulder.
- Players contact the ball with the racket out in front of their body and wheels.
- Powerful pushes to maximise movement, supporting power and control of each shot.

ELEVATE!

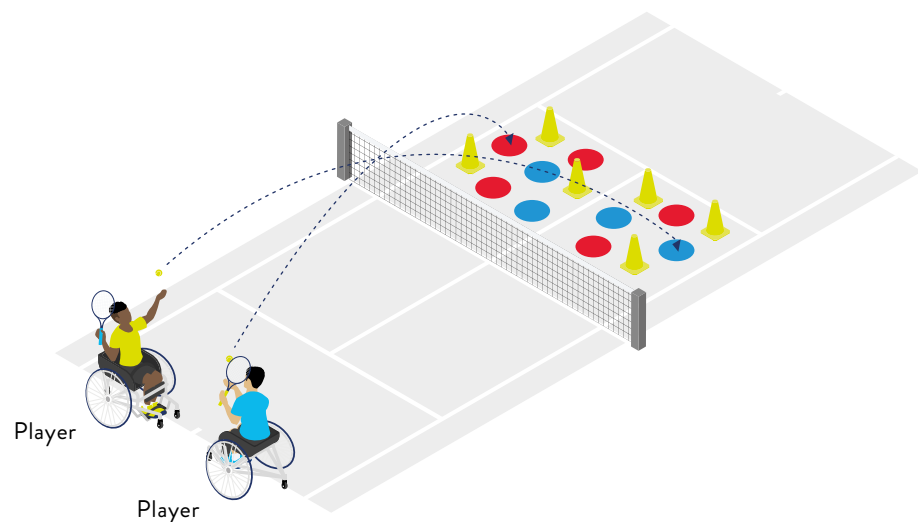
- Make target area smaller.
- Reduce the number of targets players are able to hit.

BENEFITS:

- Competitiveness.
- Motor Control.
- Control of speed and direction of shot.

ACED IT!

Developing the serve with targets and challenges



Equipment:

 Tennis Ball (s)

 Tennis Net

 Tennis Rackets



Cones

 Throw Down Spots

Step by Step Guide

1. Players line up on the baseline sideways on.
2. Utilising the skills learned in **Skies The Limit** and **Serve It Up!** the players aim to hit targets with the serve.
3. If a player hits a cone, they get 1 point and if they hit a spot they get 2 points. The serve must hit the cone or spot within 2 bounces for it to count.
4. Players have 2 minutes to see how many targets they can hit.

Teaching Points

- Smooth action with trophy position on the serve.
- Release the ball out in front (with straight arm) vertically.
- Contact point at the highest point (e.g., 12 o'clock) and in front of wheels and body.
- Follow through and finish swing in front of the chair.

ELEVATE!

- Reduce the number of targets players are able to hit.
- Coach decides where player serves (T, middle or out wide).

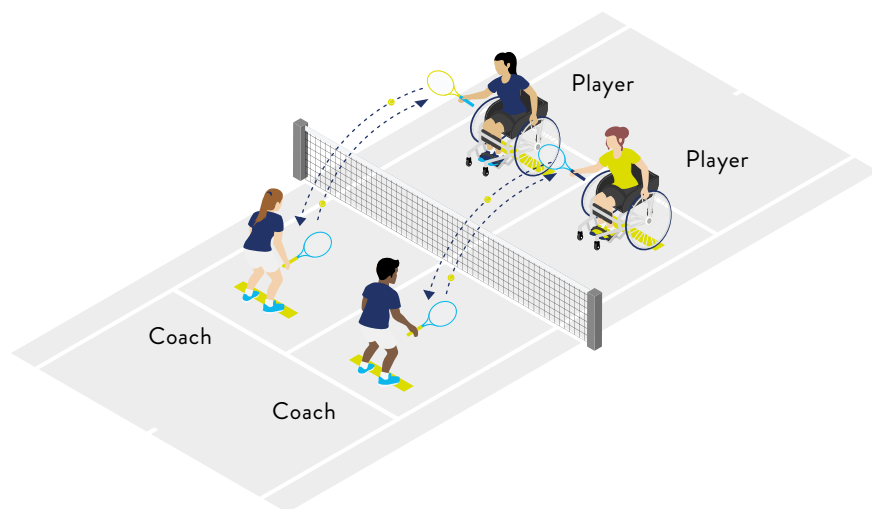
BENEFITS:

- Competitiveness.
- Motor Control.
- Control of speed and direction of shot.

SKILL APPLICATION (GAME)

VOLLEY UP

Challenges to develop the volley in a team environment



Equipment:

 Tennis Ball (s)

 Tennis Rackets

 Tennis Net

 Throw Down Line (s)

Step by Step Guide

1. In pairs or with the coach, the aim of this activity is to consistently keep the ball over and in with volleys.
2. Each player or player and coach will be directly opposite one another on opposing sides of the net.
3. To start, the player must feed the ball with the racket to their partner. This activity involves teamwork, so players (inc. coach) must work together to maximise opportunities.
4. Utilising the skills and teaching points learned in previous activities, the goal is to see how many volleys in a row (rallying) players can get.
5. Players to start activity roughly 1 metre away from the net.

6. If the rally breaks down, players start rally again from the number they were on.
7. After 2 minutes, it is the team with the highest number of volley rallies that wins.

Teaching Points

- Smooth control, direction and speed.
- Racket strings pointing towards partner = direction of travel.
- Keep chair moving for recovery to maintain correct position.
- If the ball bounces, the rally stops and the activity is re-started from the score that was previously achieved.

ELEVATE!

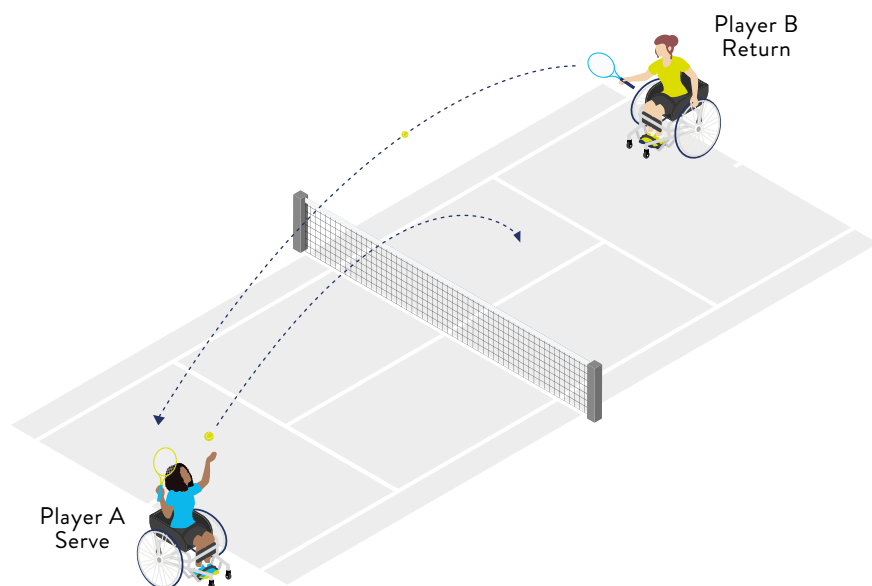
- If the rally breaks down, players must start again from zero.
- Once pairs have got a rally of 10 in a row (for example), move markers one wheel length back.
- Go cross court with person diagonally opposite.

BENEFITS:

- Shoulder and arm flexibility.
- Core function & rotation.
- Teamwork and competitiveness
- Spatial awareness and recovery

GRAND SLAM TENNIS!

Introducing points based matches with scoring



Equipment:



Tennis Ball (s)



Tennis Rackets



Tennis Net

Step by Step Guide

1. In this activity, players will play points and learn how to score a match (15, 30, 40, Advantage).
2. Taking into account all the fundamental skills learned, players (in pairs) will play points.
3. To start the match and decide who is serving and/ or receiving first, players will spin the racket or toss a coin. E.g., Player A won the toss and elected to serve.
4. To start the point, Player A must serve diagonally into the opposite service box. A game always starts with the server serving from the right hand side of the court (**see activity set up**). If the ball goes into the net or lands out of the service box (before the first bounce) it is a second serve. If the same happens again, Player B wins the point as this will be classed as a double fault. (0 – 15) or (Love – 15).
5. If the ball lands in the service box on the first bounce, the point is live and both players play it out. The point is over when one player hits it out or in the net, or a player hits a winner (e.g., forehand shot past the opponent)
6. After a point is finished, the server serves from the other side (e.g., left or right). The server alternates the side to serve at the start of each new point.
7. Once one service game has finished, Player B becomes the server and the process is repeated.
8. Play first to 6 games (set of tennis).
9. If a set gets to six games all, players will play a tiebreak (first to 7 points). Depending on who served last (to make it 6-6), the other player starts the tiebreak by serving one point from the right hand side. After that point is completed, the other players serves for 2 points and so on. If it gets to 6 points all in the tiebreak, players must win by 2 clear points to win the set.
10. If playing a full set is too long, you can adapt by reducing the number of games in a set (e.g., first to 4)

SKILL APPLICATION (GAME)

HOW TO SCORE IN TENNIS

Here is your guide to scoring a game:

TO WIN THE GAME, A PLAYER MUST WIN AT LEAST FOUR POINTS.

If you are up 40-30, 40-15 or 40-love, and win one more point, you win the game. If the score is tied in a game or set, you use the term “all” when announcing the score. For example, if you and your opponent have both won two points in the game, the score would be 30-all.

- 0 points= **Love**
- 1 point = **15**
- 2 points= **30**
- 3 points= **40**
- Tied score= **All**

- 40-40 = **Deuce**
- Server wins deuce point = **Ad-In**
- Receiver wins deuce point = **Ad-Out**

There are different types of “Tennis Sets”. For this activity we are going to be using a **Tiebreak Set**.

In a tiebreak set, a player needs to win six games to win the set. If the score gets to 5-5, one player must win the next two games to win the set (7-5). If the score reaches 6-6 (6-all) in the set, a tiebreak game is played.

In a tiebreak game, the next person who was due to serve will start the tiebreak game and serve one point to the deuce side of the court. The following two points will then be served by the opponent starting on the ad side. In doubles, the player on the opposing team due to serve will serve these points.

Players or teams switch ends of the court every **six** points (e.g., when the score is 4-2), and to score this tiebreak game, you use, “zero” “one”, “two”, “three”, etc. The first player or team to win **seven points**, by two, wins the tiebreak. This means the score can end up being very high (e.g., 15-13) or as low as 7-0 through 7-5.

Whoever wins the tiebreak game, wins the set by a score of 7-6.



LTA

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