



Move up a level

PSSI Homepage

Curriculum Objectives

Venue

Equipment

Reference

Strand Unit: Sending, receiving and travelling

- Practise a range of carrying and striking skills,
 - developing forehand and backhand.

Strand Unit: Creating and playing games

- Create and develop games with a partner:
 - 1 v 1 and 2 v 2 rally play – introduce own variations.
- Play a team tennis game.
- Create a new tennis team game.

Strand Unit: Understanding and appreciation of games

- Discuss and improve control of movement skills relevant to games.
- Hall/yard.
- Short-handed plastic bats/rackets, foam balls or tennis balls if outside.
- Primary School Curriculum (1999) Physical Education, page 43.
- Buntús Cards: Striking a Ball – Hit and Catch; Striking a Ball – Hit and Run; Striking a Ball – Quash; With a Partner; Striking a Ball – Outback.



ORGANISATION

Give each child a racket/bat

ACTIVITY

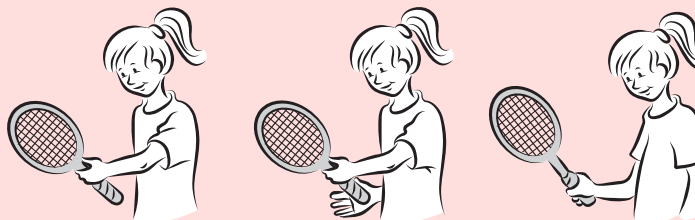
Warm up and stretching: Visit your warm up bank.

1 Revise the racket grip

Shake hands.

Hold the racket sideways in the non-striking hand.

Grip the racket with the other hand.



2 Shadowing

This is a good exercise to practise the correct stance for the forehand and backhand strokes.

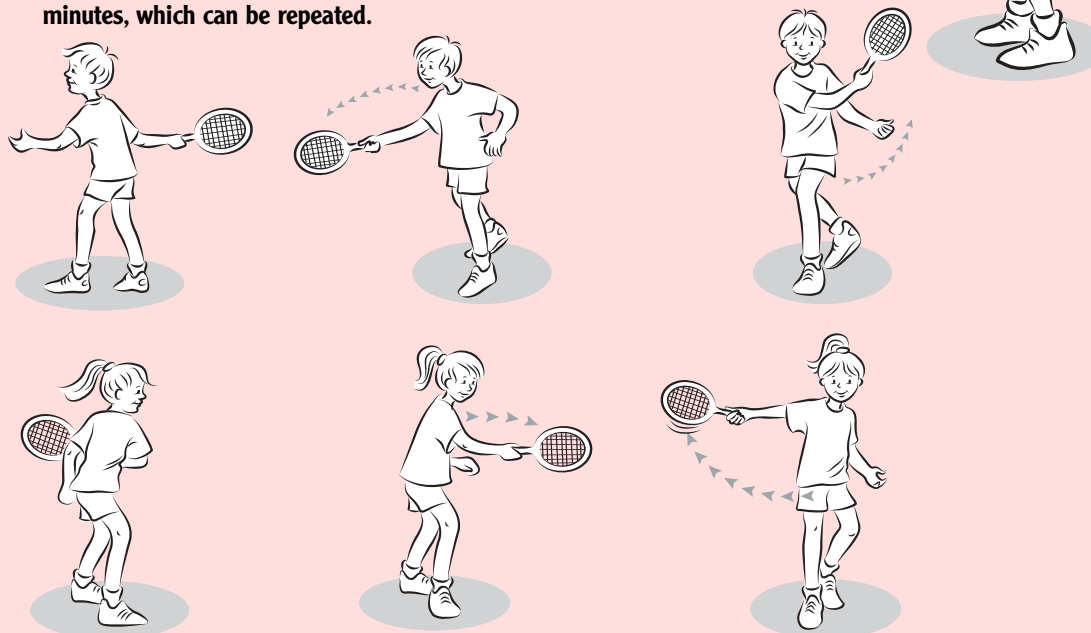
The teacher stands in front of the class (back to the class) in a ready position.

The teacher steps sideways as if to hit:

(a) **a forehand stroke;**

(b) **a backhand stroke;**

The children mirror the movement. Keep this as a short activity one or two minutes, which can be repeated.



TEACHING POINTS

Q Can you see the **V** between your thumb and first finger on the side of the racket?

Forehand

- Step forward on the left foot, which is positioned sideways.
- Bring the racket back.
- Follow through with the swing.

Backhand

- Step forward on the right foot, which is positioned sideways.
- The racket held back across the body.
- Follow through with the swing.
- Reverse the footwork for left-handed players.

N.B. Ensure that all children are well spaced away from one another.

- Emphasise gentle action.
- The ball must bounce more than half way.

ORGANISATION

The children are in pairs for this activity – one bat/racket and one ball each.

The children in each pair are spaced approximately five metres apart.

If possible mark out some courts with cones.

Place some kind of barrier between the pairs.

Benches can be used or a rope stretched along the area being used for rally play.

Place two pairs together.

ACTIVITY

Now allowing for the space available and the skill level of the children, choose from the activities outlined below. As far as is possible try to provide one area where a group can play 1 v 1 or 2 v 2.

3 1 v 1 rally play

To start the rally players should:

- stand sideways
- drop the ball
- hit.

Player 2 returns.

The ball must bounce at least once between each hit.

As skill level improves introduce a game.

Each player in turn has two chances to serve.

Points are scored if the ball bounces twice, if a player misses the ball or if the ball fails to go over the barrier.

The first pair to score eight or ten points are the winners.

4 2 v 2 rally play

Each player in turn has two chances to serve.

Points are scored if the ball bounces twice, if a player misses the ball or if the ball fails to go over the barrier.

The first pair to score eight or ten points are the winners.

TEACHING POINTS

- Remind children of the correct grip.
- Hit the ball gently and follow through
- Stress co-operation to make a “best score”.
- Choose a high scoring pair.

Q Why is this pair so successful?

- Ask children to identify the areas of **good practice**:
 - Correct grip
 - Allowing the ball to bounce
 - Striking the ball sideways on.

Q How will you start the Rally?

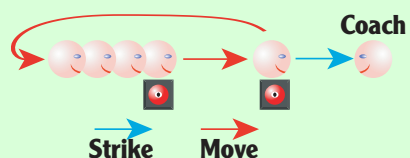
R The leader begins the rally by bouncing the ball on the ground before hitting.

Q What kind of shot will help to keep the rally going?

R An upward shot, a controlled shot.

- Encourage the children to think about placing the ball.

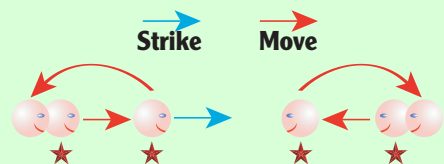
ORGANISATION



Place the children in groups of five. The groups line up as shown.

Choose your most skilful child to act as the **coach**.

Insist that no child moves to the striking/batting point until the player in front has hit the ball.



Star ★ denotes beanbags, marking:

- where the children line up;
- the point to which the child moves to strike the ball.

ACTIVITY

5 Striking against the Wall

If a wall can be used, allow some children to practise their striking skills against a wall.

Phase 1: Play the co-operation game to keep the rally going

Phase 2: As skill levels improve some pairs can compete.

- Take turns to start the game.
- Hit the ball to beat your partner.
- One point scored each time the ball is missed.
- First to score five or six is the winner.

Phase 3: Introduce a line on the wall. Now the ball must hit the wall above this line.

6 Keep the kettle boiling (Group Activity)

The groups attempt to keep the rally going.

One child acts as **coach** out in front.

In turn, each member of the team moves forward to the cone to strike the ball and immediately goes to the back of the line.

7 Lives (Group Activity for more skilful players)

Two groups of five face each other.

The groups attempt to keep the rally going.

Each team has five **lives**.

In turn, each member of the team moves forward to strike the ball and immediately runs to the end of the line.

If a player misses a ball the team loses a 'life' but that player is **NOT** eliminated.

The winning team is the team with lives remaining.

TEACHING POINTS

- Ask the children to identify the areas of **good practice**:
 - correct grip;
 - allowing the ball to bounce;
 - striking the ball sideways-on.

Q How will you start the rally?

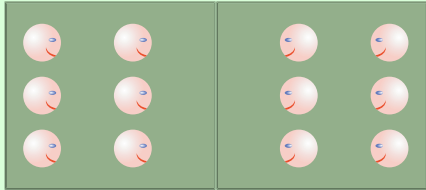
R The leader begins the rally by bouncing the ball on the ground before hitting.

Q What kind of shot will help to keep the rally going?

R An upward and controlled shot.

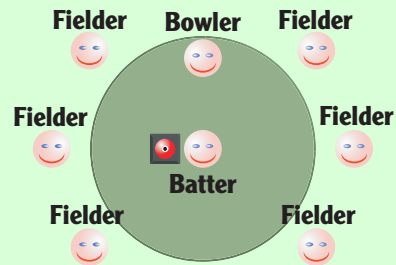
ORGANISATION

Place two groups together, one group either side of the net. One ball per court to begin.



Number the children from 1 - 8

Place the children as in the diagram



Mark the circle (approx 10 metres in diameter) with domes.

ACTIVITY

8 Newcombe Tennis (Group Activity)

This is a game which is a mixture of tennis and volleyball.

A bounce underarm serve begins the game.

The ball can only bounce once in the receiving court.

The ball can be passed between the players of the same team but it must be kept in the air.

On the third hit the ball must be returned over the net.

A point is scored when a team fails to return the ball.

Alternate the serve after every two serves.

Points can be scored at any time.

Allow the teams to decide what will be the winning score.

9 Game: Circle Rounders

Groups of seven or eight. This is an individual game of Rounders.

Number each player in order for batting purposes.

Runs are made **around the circumference** of the circle.

Having batted the player then becomes a bowler.

Playing the game

The batter stands in the middle of the circle in front of a wicket – three or four cones, or cricket stumps when skill levels improve.

The fielders must stand outside the circle.

Each batter has five bowls.

When the batter hits the ball **outside** the circle s/he can run.

The fielders field the ball and throw it at the batter's wicket. They are not allowed run with the ball or enter the circle.

The batter keeps on running until the wicket is hit or a maximum of five runs has been scored.

The batter is not out when the wicket is hit but simply stops running.

When the five bowls have been made the batter becomes the bowler and **Number 2** is the new batter.

10 Cool down

Visit your cool down bank.

TEACHING POINTS

- Discuss with the children what strategies they must use:
 - to cover all the court;
 - not to have two children going for the one ball.
- Initially children may strike the ball straight back on receiving it.
- As the skill level of the children improves make it a condition that there **MUST** be three 'hits' of the ball before it can be returned.

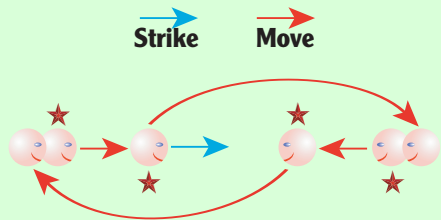
- If the ball goes into the circle, does not hit the wicket but does not come out of the circle the fielders can **NOT** go in to collect it and the batter can make the five runs.

DEVELOPMENT

ORGANISATION

Star ★ denotes beanbags marking the places:

- where the children line up;
- the point to which the child moves to strike the ball.



ACTIVITY

1 1 v 1 and 2 v 2 play

Encourage a greater competitive element in these games.

2 Lives

Make this activity an individual challenge.

Each player has five lives.

In turn, each member of the team moves forward to strike the ball and immediately runs to the end of the **opposing** line.

If a player misses a ball s/he loses a life but is not eliminated.

The winners are the last two left with the most lives.

3 Newcombe Tennis

As the skill level increases a second ball can be introduced.

Encourage the children to place the balls to make it more difficult for the opponent to return them.

Encourage the children to think how they might develop strategies to do this.

TEACHING POINTS