**Techy Tennis**

**Possible lesson sequence**

## **Resources**

A range of equipment including bats made from hard card, padder tennis bats (wooden, fibreglass, plastic), short tennis racquets, full tennis racquets, sponge balls, low-pressure balls, and tennis balls.

A range of facilities including playground 4-square areas, indoor badminton courts, outdoor short tennis courts, and full tennis courts.

Clipboards.

Access to computer suite and/or library resources.

**Lesson One**

Teacher uses direct teaching method to impart skills for forehand, backhand and volleying, using tennis racquets.

This lesson may also include conceptual and scientific approaches for example biomechanical principles a) force generation by using longer levers b) force generation by using large muscles first (stepping into stroke), c) force generation by using as many muscle groups as possible (standing side-on to use hip rotators) d) use of spin - the effect of spin on a ball travelling through the air and after it strikes the ground.

## **Debrief questions**

What are the key aspects to concentrate on when carrying out a forehand, backhand and/or volley stroke?

How can we use science to increase the amount of force we can apply to the ball?

How does spin affect a ball during tennis?

**Lesson two, three, and four**

Ākonga choose or are placed into groups of similar ability and play games using the equipment and facilities provided moving from progression 1 to progression 8.

Ākonga need to be encouraged to be considerate of others and not to dominate particular facilities/equipment.
Ākonga complete the **recording sheet** (see worksheets) during/at the end of each of these lessons

## **Lesson five**

Ākonga carry out research into technological changes in Tennis using the **research instruction sheet** (see worksheets). This example uses a written assignment. Teachers may select a different method, for example: speech, wall display, and presentation of equipment.