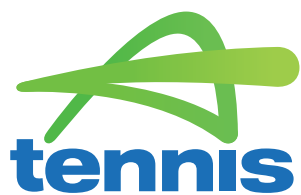




Tennis for Primary Schools

Curriculum Resource



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INTRODUCTION

Growing Tennis Participation

Welcome to the Hot Shots Tennis (HST) program, Tennis Australia's official development program for primary aged children.

The HST program is a critical component of Tennis Australia's strategy which is focused on getting more kids playing tennis more often.

At the core of HST is an innovative, practical philosophy called 'Play to Learn'. This means that playing the game of tennis or modified versions of the game, is the central feature of all lessons.

The use of appropriately sized courts, racquets and low compression tennis balls ensures children are introduced to tennis in an environment that is suited to their ability and makes learning tennis fun and easy.

Since the introduction of HST, families and children have accessed the program through schools, clubs, coaches and league providers, thereby extending more opportunities for people to pick up a racquet and play. These high quality early playing experiences are an important component of our strategy to grow both participation and a lifelong love of the game.

We are all excited about the future of tennis participation within Australian schools. We appreciate your support and commitment to the sport and look forward to working with you in providing all children with the opportunity to experience what this great sport has to offer.



Tom Larner

Chief Tennis Officer
Tennis Australia





Statement of Support

Australian Council for Health Physical Education and Recreation (ACHPER)

ACHPER is delighted to support Tennis Australia's Tennis for Primary School resource. This resource supports a 21st century pedagogical approach that provides user-friendly tennis resources for both Primary generalist and specialist Physical Education teachers from Foundation to Year 8. ACHPER has mapped the Tennis for Primary School resource to align with the Australian Curriculum: Health and Physical Education (AC:HPE). The two strands, Personal Social and Community Health (PSCH) and Movement and Physical Activity (MPA) as embedded in the AC:HPE are addressed.

The Tennis for Primary Schools resource assists teachers to develop movement confidence and capabilities acquisition in their students through structured and unstructured play. The lesson learning intentions take an educative and developmentally appropriate approach to the teaching of games and sports. It combines a Game Sense Approach and guided questioning to develop tennis game sense in students.

The educative Game Sense Approach to pedagogy modelled within this resource supports the acquisition of general capabilities in the Australian Curriculum and can therefore be delivered across all learning areas. Teachers may choose to focus upon personal and social capabilities, critical and creative thinking, ethical behaviour and literacy and numeracy.

Tennis Australia has led the way by bringing together all junior development initiatives in a consolidated, educative and engaging approach. The Hot Shots Tennis program is a highly respected, growing, junior participation program. The resource provides an inclusive tennis-for-all approach and recognises the importance of maximising participation in a fun and safe school setting.

Tennis Australia has worked in partnership with ACHPER to provide a user-friendly, relevant resource that makes it easier for teachers to incorporate tennis into their planning and teaching. The lessons in the resource are sequentially based and include opportunities for teachers to be flexible in their approach and to utilise professional judgement based on the individual needs of their students and schools.

The collaborative model recognised by Tennis Australia and supported by Hot Shots Tennis means that schools, teachers, students, parents and coaches are working toward a shared outcome in terms of student physical activity engagement and tennis development.

ACHPER values initiatives by National Sporting Organisations and schools that bring sport and educative outcomes closer together. Tennis Australia has certainly adopted this approach and should be congratulated for its vision and commitment.

Dr Sue Whatman

President and Chair of the National Board,
Australian Council for Health, Physical Education and Recreation (ACHPER)



Tennis for Schools

Tennis Australia is proud to offer support to all Australian schools and teachers with the implementation and delivery of sustainable programs.

Tennis values the importance of health and physical education and the role which sport plays in schools to provide more opportunities for children to get active, enact social capabilities and participate.

Since the introduction of the Tennis for Schools program, we have seen an increase year on year with the participation of schools, teachers and students in tennis. We continue to engage and consult with all stakeholders in the education, sport and health sector to ensure that the initiatives that are developed and offered meet the needs of schools and their teachers.

The Tennis for Schools strategy continues to be centred on the development and support of teachers in the school environment. With the demands of the AC:HPE, tennis wishes to ensure that you have everything to feel confident and competent when delivering to students. Whether via face-to-face professional learning workshops, Bounce (the free online platform for teachers) or an Australian Council for Health Physical Education and Recreation (ACHPER) conference or workshop, we are here to help you.

The Tennis for Primary Schools resource has been developed to align to the AC:HPE. It is presented as a best practice model that may be incorporated into the curriculum and appeal to the educative purposes of Physical Education. Each state in Australia is encouraged to apply the content of this resource to their respective HPE curriculum.

The Schools tennis team maintains its focus on developing programs as well as embedding competition structures through your local School Sport Associations to provide students with their first experience of team tennis.

Irrespective of how you have chosen to become involved in tennis, we hope you are excited about Tennis Australia's focus and commitment to all schools and teachers in the delivery of the sport.

We are here to support you and make you feel comfortable with tennis, which will ensure all children have a great experience. We look forward to working in partnership with you to provide the best opportunities for all children at your school to play.

Rebecca McDonald

Head of Programs, Tennis Australia

A GAME SENSE APPROACH (GSA)

The Tennis for Primary Schools resource adopts the game-based focus of the GSA central to the Australian Sports Commission (ASC) sporting philosophy of Playing for Life. Learning through playing games, students are encouraged to play with purpose to develop the technical motor skills and tactical decision-making skills of tennis as complimentary pairs. This pedagogical approach involves:

- Guided play using questions to shape, focus and make visible student learning
- Deliberate modification of task and environmental constraints to meet the learning needs of the students at the different stages of game development
- A tool to create the right challenge point for students during practice, and direct instruction to promote tactical understanding and technique development where appropriate

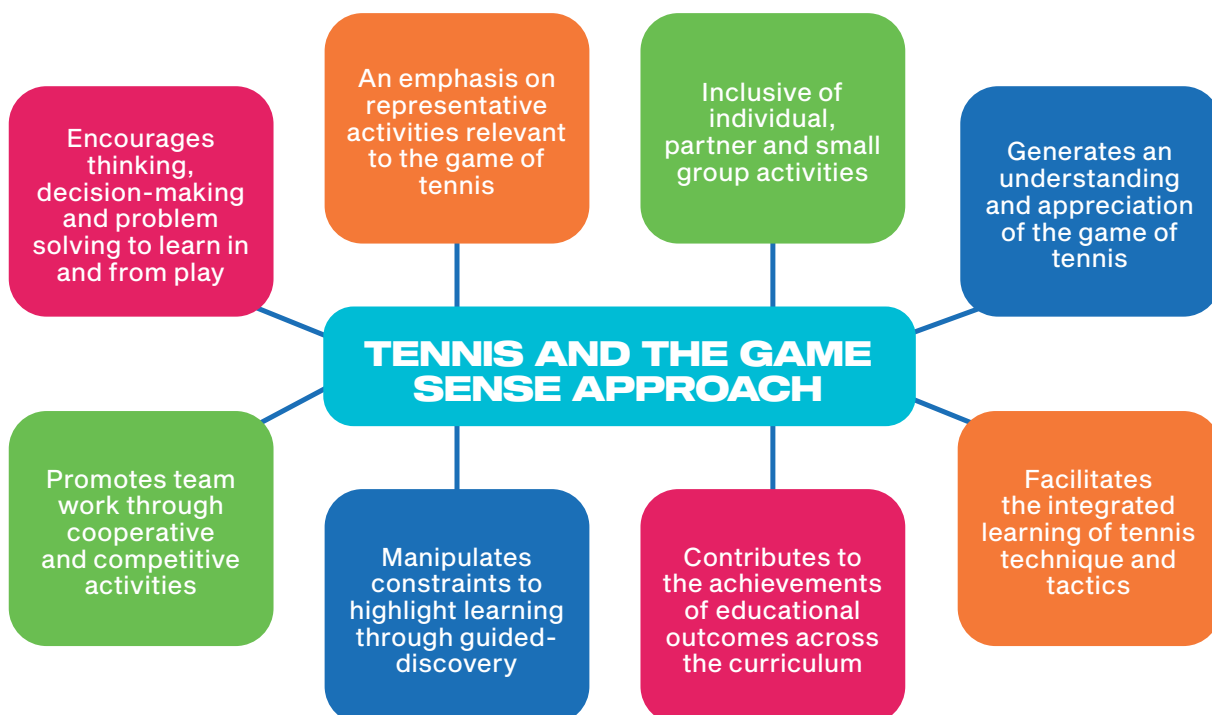
Game Sense (or game intelligence) is knowledge in action and is defined by three key elements. Students will improve their tennis through this game-based approach by:

1. Knowing what to do in the context of play (decision making)
2. Knowing how to do it (movement knowledge)
3. Being able to execute the how and what successfully (movement capability) (Pill, 2013)

In the application of tennis, it is important to recognise that students should be exposed to planned lessons that foster development in four central domains:

- Physical (technique)
- Social (interaction)
- Cognitive (decision-making)
- Affective (fun and enjoyment)

Learning is positioned within modified games to emphasise understanding of the way rules shape game behaviour, tactical awareness, decision-making and the development of contextualised stroke mechanics (technical skill). The below diagram outlines how the GSA is defined in tennis (Hewitt & Pill, 2016).



A GAME SENSE APPROACH (GSA)

Guided or open ended questions

A key instructional strategy in achieving technical and tactical game sense in tennis is the purposeful use of focus questions which are designed to strongly guide the student's developing game appreciation and understanding. It is critical that focus questions are targeted in the student's zone of development. A reliance on highly directed practice style physical education and sport teaching does not necessarily encourage students to learn how to search and select information from the game environment. This is because they are continually being told what to focus on instead of learning how to think during the game.

Designing questions

The use of carefully designed questions to elicit more substantial responses than 'yes' and 'no' is a critical ingredient in the GSA. Encouraging a debate of ideas during tactical time-outs in play is another way of using questions to strongly guide inquiry for the purposeful development of game understanding. This process proceeds by initially posing questions to students such as "What are the strengths of your opposition?", followed by "What are you doing to counter those strengths?" and "What can you do to become a more effective player?" (Grehaighe, Richard & Griffin, 2005). The purpose of the debate of ideas is to create a reflective episode during the tactical time-out.

When working with students, attempt to avoid the generalised shout-out – "Who can tell me ...?". Instead, randomise the selection of students to respond to the question so you can systematically explore the thinking of all students. For example, "Charlie can you tell me when ...?" Ideas can also be debated during these reflective moments by throwing around ideas in a guided manner.

For example, "What do you think of Charlie's idea ... would you do the same?".

Scaffolding questions

Novice students will require more scaffolding and guidance, and thus different types of questions to students with more experience with tennis. Questions to novice students may be more convergent towards correct answers. As students gain more game understanding, the questions can be more open and exploratory in nature, even to the point of encouraging divergent and creative responses. Along the continuum of game development from novice to expert students, the purpose of questions is to provide a learning environment that scaffolds understanding and permits students to actively construct technical and tactical game skill.

The table below illustrates the game-based nature of the GSA and the pedagogical focus on strongly guided inquiry through the use of well-considered questions.

Tactical problem The learning intention	Understand how to set up to win a rally by creating space on your opponent's court
Focus	Understand the concept of creating space
Modified game	Singles rally e.g., Red Stage playing area
Examples of game-based questions	• How do you place the ball to move your opponent? • Into what spaces can you hit the ball? • How do you need to move to be in position to return the ball? • Where is the hardest place to return the ball from?
Practice task	Partner cooperatively serves (underarm throw) over the net to their partner on the forehand side
Return to modified game	Can you find or create space to hit the ball past your partner?
Conclusion	How do you hit the ball to create space on your opponent's court?

A GAME SENSE APPROACH (GSA)

Progressing and or regressing an activity

The **CHANGE IT** formula (Schembri, 2005) is used in the program to modify constraints by “eliminating, refining, or adding to game rules and playing conditions to focus attention on specific technical or tactical game understanding” (Pill, 2013, p. 9).

The teacher may modify the game by adapting the playing area (e.g. making the court smaller or larger), changing the equipment (using a variety of sized balls with varying compression levels and different sized racquets) and changing the rules (e.g. permitting the ball to bounce twice).

- C** coaching style
- H** how scoring occurs or the scoring system
- A** area or dimension
- N** number of players
- G** game rules
- E** equipment
- I** inclusion by modifying activities for learning needs
- T** time of the game or time allowed in possession

Net/court/wall games

In the GSA, there are four game categories. These include:

- Net/court/wall
- Invasion
- Target/striking
- Fielding

Tennis is classified as a net/court/wall game. The primary rule of this game category is to place an object over a net or against a wall so that an opponent is unable to return the object.

The technical solutions and tactical problems of tennis come from the specific secondary rules that shape the nature of the game. The tactical problems of tennis may be described as:

Winning the point

- Setting up to attack
- Finishing the point

Defending the point

- Defending space
- Defending an attack

The technical solutions to the tactical problems of the game refers to the coordination dynamics of the strokes (techniques) that are biomechanically sound and permitted within the task constraints (the rules) of the game. Basic technical tips for teachers are provided throughout the resource in each stage (Purple, Blue, Red, Orange and Green).

The Tennis for Primary Schools resource can also be used across other sports in the net/court/wall category. All lessons contain activities which can be used for sports such as badminton, volleyball, table tennis and squash. Teachers can use the activities as a starting point and use the **CHANGE IT** formula (Schembri, 2005) to make them more applicable to the selected sport.

THE BUILDING BLOCKS

Fundamental Movement Skills

Fundamental Movement Skills, usually referred to as FMS, are the basic building blocks or precursor patterns of the more specialised, complex skills used in organised and non organised games, sports and recreational activities. They may be categorised as body management (e.g. balance, roll, climb), locomotor (e.g. run, hop, jump, skip) and object control (e.g. catch, kick, throw, strike) skills (Hands, 2012).

Perceptual Motor Skills

Perceptual Motor Skills (PMS) such as tracking, receiving, interpreting and responding to particular information and environments is essential to the personal development of the student. Students need to understand how to interpret information when playing in games and respond accordingly to develop their movement skills and competence.



A MODIFIED TENNIS ENVIRONMENT

The Tennis for Schools programs focus on the delivery of sport in a modified environment which supports maximum participation and caters to the developmental readiness and individual needs of all students. This is achieved via scaled equipment and the ability to construct a number of courts in a variety of playing spaces. The table below outlines the modifications in each stage.

BAND	COLOUR	DESCRIPTION	COURT SIZE	BALL	RACQUET
Foundation	Purple	Students are introduced to tennis through learning Fundamental Perceptual Movement Skills (FPMS) in a play-based, creative and exploratory environment.	At this stage teachers can define a playing area which is large, safe, flat and appropriate for the number of students who are participating. Playing areas can be defined by soft cones or drop down lines	Different balls of varying sizes and/or red low compression (25%) tennis ball	Foam bats, paddle tennis bats and/or 19 or 21 inch tennis racquets
Years 1 and 2	Blue	Students extend their development in FPMS in a play-based, fun and exploratory environment. They are also introduced to some basic tennis skills, scoring (i.e., 1,2,3 or A,B,C), and the rally (i.e.,rolling rallies along the ground)	At this stage teachers can define a playing area which is large, safe, flat and appropriate for the number of students who are participating. Playing areas can be defined by soft cones or drop down lines	Different balls of varying sizes and/or red low compression (25%) tennis ball	Foam bats, paddle tennis bats and/or 19 or 21 inch tennis racquets
Years 3 and 4	Red	Students develop the serve, groundstroke and volley while understanding the concepts of accuracy, depth and height	Red court 1. 3m width x 8.23m length or Red court 2. 5.5m width x 10.97m length Or, students can define their own playing space	Red low compression (25%) tennis ball	21 or 23 inch tennis racquets
Years 5 and 6	Orange	Students apply depth and width using groundstrokes, and explore various ways of moving while playing. Students develop consistency and accuracy with the serve and return of serve.	Orange 1. 5.5m width x 13m length Orange 2. 6.4m width x 18.29m length or Red court 5.5m width x 10.97m length	Orange low compression (50%) tennis ball	23 or 25 inch tennis racquets
Years 7 and 8	Green	Students demonstrate control and accuracy in competitive singles and doubles situations	Green 1. 7m width x 20m length Green 2. 8.23m width x 23.77m length Note: Green 2. is a full size tennis court Players can also use: Orange 1. 5.5m width x 13m length Orange 2. 6.4m width x 18.29m length Or Red court 2. 5.5m width x 10.97m length	Green low compression (75%) tennis ball	25 inch tennis racquets

PLAYING AREA AND EQUIPMENT

Court sizes

The diagrams below indicate recommended court sizes. In the school setting the court size will be determined by the space and surface available. Ideally, teachers should be looking for a space which is large, safe, flat and appropriate for the number of students who are participating.

The size of the court will also be determined by the year levels and stage of development of the students. Starting on a smaller playing area and progressing to larger playing areas is part of the progressions in the Hot Shots Tennis program. Teachers are also able to adapt and change individual playing areas based on the individual playing requirements of the students.

Nets

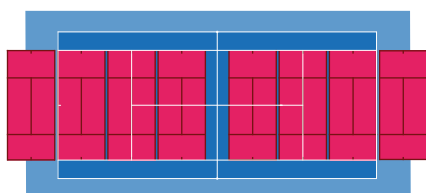
Smaller nets that are not as high or wide complement the smaller court space. Choose a net which suits the abilities of the students. It is not necessary for you to have a physical net to be able to play. A line on the ground, a bench or a piece of string, can be used in place of a traditional net.

Racquets

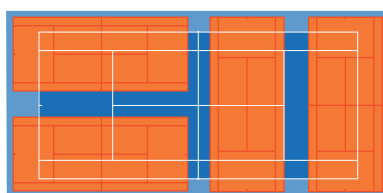
As the students develop so do the size of the racquets they use. Racquets can be anything from a paddle bat to a tennis racquet. Some of the activities even use throw and catch as serve and return. When using racquets, make sure the students are able to grip the racquet comfortably and the weight and length of the racquet is appropriate.

Low compression tennis balls

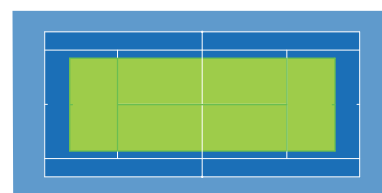
The low compression tennis balls are fundamental to the Hot Shots Tennis program. They provide the opportunity for students to participate with success, as the ball bounces at a lower height and travels through the air at a slower speed.



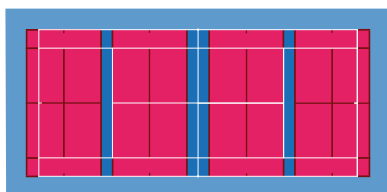
Red 1 Court dimension
– 3m x 8.23m
(net height - 75 cm)



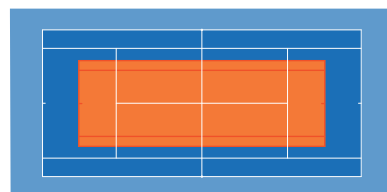
Orange 1 Court dimension
5.5m x 13m (**NEW COURT**)
(net height – 75 cm)



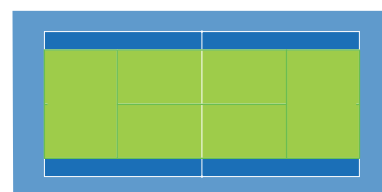
Green 1 Court dimension
7m x 20m (**NEW COURT**)
(net height – 65 cm)



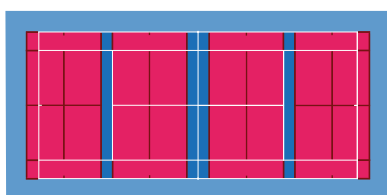
Red 2 Court dimension
– 5.5m x 10.97m
(net height - 75 cm)



Orange 2 Court dimension
6.4m x 18.29m
(net height – 65 cm)



Green 2 Court dimension
8.23m x 23.77m
(net height – Full height)



Red 3 Court dimension
– 5.5m x 10.97m
(net height - 75 cm)



ABOUT THIS RESOURCE

The Tennis for Primary Schools resource has been designed to assist Primary generalist and specialist Physical Education teachers to engage students in a fun and safe tennis experience. There is an emphasis on helping students understand the game of tennis as well as being able to play a variety of modified tennis games suited to the school environment.

The activities and games selected in this resource are designed to assist students to understand the game of tennis whilst aligning with the Hot Shots Tennis program. The activities and games can be modified as suggested by the *CHANGE IT* formula outlined on page 8. (Schembri, 2005).

Lesson format

The resource provides five detailed stages (Foundation through to Years 7 and 8) with 10 lessons in each stage. The components of each lesson are outlined and can be found at the beginning of each lesson. These components consist of:

- Time allocation
- Learning intention
- Content description
- Playing area
- Equipment

Time allocation

Purple and Blue Stage: 30 minutes per lesson

Red, Orange and Green Stage: 40 minutes per lesson.

Learning intention

The activities in each lesson and stage are progressive with modified tennis games to help students develop their technical and tactical skills. All lessons have a particular learning intention, and include three to four activities.

Content description

Each lesson identifies one or two content descriptions indicating how it is specifically linked to the Australian Curriculum: Health and Physical Education (AC:HPE).

Basic technical tips for teachers

Tips are provided to emphasise a technical point which will assist teachers in improving students' performance and learning.

Focus questions

Focus questions guide the students' learning and encourage them to appraise and reflect on the technical or tactical aspects of the game.

Fun facts

Fun facts provide specific information on a new stroke or interesting fact about tennis. They commence in the Blue Stage and are related to a particular Grand Slam.

Blue Stage: Australian Open

Red Stage: French Open

Orange Stage: Wimbledon

Green Stage: US Open

Student reflection

At the completion of a lesson, students can be asked to reflect on what they have participated in and also what they have learnt during the activities. This will help facilitate their learning and understanding of the game. Teachers may also use the student reflection process as an assessment tool. Further information can be found in the assessment section on page 256 or at the end of each stage.

Variations

Variations in a lesson are based on the *CHANGE IT* formula (Schembri, 2005) where teachers and students are encouraged to vary different aspects of the game (e.g. teaching style, scoring, playing area, number of students, game rules, equipment, inclusion and time).

End game

The End Game is a culmination of the technical and tactical skills introduced in that stage to play the game.

Foundation: Radical rallies

Years 1 and 2: Australian singles challenge

Years 3 and 4: French singles challenge

Years 5 and 6: England singles challenge

Years 7 and 8: United States singles challenge

Talking point

Growing children need regular (daily) movement opportunities. While the lessons are designed with the developmental stages of students in mind, it is important for teachers to assess student progress and be prepared to repeat lessons and perhaps substitute an activity when necessary.

AUSTRALIAN CURRICULUM

Health and Physical Education (AC:HPE) alignment

This resource has been mapped to align with the Australian Curriculum: Health and Physical Education (AC:HPE). The two strands, Personal Social and Community Health (PSCH) and Movement and Physical Activity (MPA) as embedded in the AC:HPE are specifically addressed.

- The AC:HPE emphasises the importance of movement competence and confidence as a basis for students developing sport specific skills and understanding
- In particular learning in, about and through the game of tennis will address the development of personal and social capabilities and ethical behaviour
- Personal and social competence involves students recognising and regulating their emotions, developing concern for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams, and handling challenging situations constructively
- Ethical behaviour develops and provides understanding of the ethical principles, values and virtues in human life; acting with moral integrity; acting with regard for others; and having a desire and capacity to work for the common good
- Recognised games and sports provide the ideal contexts in which to do this and this resource lends itself to the exploration of moral principles and codes of practice as well as a vehicle to teach and reinforce communication, respect, negotiation, teamwork and leadership skills

Australian Curriculum and Assessment Reporting Authority [ACARA], (2016)

Key ideas: Health and Physical Education propositions

The AC:HPE has been shaped by five interrelated propositions that are informed by a strong and diverse research base for a futures-oriented curriculum. These include:

1. Take a strengths based approach

The AC:HPE is informed by a strengths based approach. Rather than focusing only on potential health risks or a deficit-based model of health, the curriculum has a stronger focus on supporting students to develop the knowledge, understanding and skills they require to make healthy, safe and active choices that will enhance their own and others' health and wellbeing.

This approach affirms that all students and their communities have particular strengths and resources that can be nurtured to improve their own and others' health, wellbeing, movement competence and participation in physical activity. The curriculum recognises that students have varying levels of access to personal and community resources depending on a variety of contextual factors that will impact on their decisions and behaviours.

2. Focus on educative purposes

The prime responsibility of the Health and Physical Education curriculum is to describe the progression and development of the disciplinary knowledge, understanding and skills underpinning health and physical education and how students will make meaning of and apply them in contemporary health and movement contexts.

Although the curriculum may contribute to a range of goals that sit beyond its educative purposes, the priority for the Health and Physical Education curriculum is to provide ongoing, developmentally appropriate and explicit learning about health and movement. The Health and Physical Education curriculum draws on its multidisciplinary evidence base to ensure that students are provided with learning opportunities to practise, create, apply and evaluate the knowledge, understanding and skills of the learning area.

AUSTRALIAN CURRICULUM

3. Value movement

Health and Physical Education is the key learning area in the curriculum that focuses explicitly on developing movement skills and concepts. Students need to participate in physical activities with competence and confidence. The knowledge, understanding, skills and dispositions students develop through movement in Health and Physical Education encourage ongoing participation across their lifespan and in turn lead to positive health outcomes. Movement competence and confidence is seen as an important personal and community asset to be developed, refined and valued.

Health and Physical Education promotes an appreciation of how movement in all its forms is central to daily life – from meeting functional requirements and providing opportunities for active living to acknowledging participation in physical activity and sport as significant cultural and social practices. The study of movement has a broad and established scientific, social, cultural and historical knowledge base, informing our understanding of how and why we move and how we can improve physical performance.

The study of movement also provides challenges and opportunities for students to enhance a range of personal and social skills and behaviours that contribute to health and wellbeing.

4. Develop health literacy

Health literacy can be understood as an individual's ability to gain access to, understand and use health information and services in ways that promote and maintain health and wellbeing. The Health and Physical Education curriculum focuses on developing knowledge, understanding and skills related to the three dimensions of health literacy:

- Functional dimension – researching and applying information relating to knowledge and services to respond to a health-related question
- Interactive dimension – requires more advanced knowledge, understanding and skills to actively and independently engage with a health issue and to apply new information to changing circumstances

- Critical dimension – the ability to selectively access and critically analyse health information from a variety of sources (which might include scientific information, health brochures or messages in the media) to take action to promote personal health and wellbeing or that of others.

Consistent with a strengths based approach, health literacy is a personal and community asset to be developed, evaluated, enriched and communicated.

5. Include a critical inquiry approach

The Health and Physical Education curriculum engages students in critical inquiry processes that assist students in researching, analysing, applying and appraising knowledge in health and movement fields. In doing so, students will critically analyse and critically evaluate contextual factors that influence decision-making, behaviours and actions, and explore inclusiveness, power inequalities, assumptions, diversity and social justice.

The Health and Physical Education curriculum recognises that values, behaviours, priorities and actions related to health and physical activity reflect varying contextual factors which influence the ways people live. The curriculum develops an understanding that the meanings and interests of individuals and social groups have in relation to health practices and physical activity participation are diverse and therefore require different approaches and strategies.

Australian Curriculum and Assessment Reporting Authority [ACARA], Key ideas, (2016)

AUSTRALIAN CURRICULUM

Key ideas: Health and Physical Education propositions as adapted for the Tennis for Primary Schools resource

The five propositions of the AC:HPE have been adapted to reflect the underpinning educative focus of the Tennis for Primary Schools resource. These include:

1. Take a strengths based approach

Recognise the strengths and limitations of students in your class and plan appropriately by beginning from *where the students are developmentally ready*. This may mean planning for diversity through inclusive practices such as those advocated by the *CHANGE IT* formula on page 8. Encourage students to build on their own resources and competencies to encourage a focus on the inclusion of tennis as a part of an active and healthy lifestyle.

2. Focus on the educative purposes

Create lessons which are developmentally appropriate to the students. This involves getting the challenge point of activities and pedagogical processes in the students' zone of development in each lesson. This will ensure there is progressive challenge over time to prompt improvement in tactical, technical and personal and social skill development throughout the duration of the activity.

3. Value movement

Physical Education's place in the curriculum has historically been justified on the grounds that it teaches skill acquisition for participation in physical activities with confidence and competence. The knowledge, skills and dispositions (or habits of mind) that students learn in the Tennis for Schools programs can encourage young people to become lifelong participants in a physically active life, as well as how to participate meaningfully with others in society via a common social setting in Australian communities – the local tennis club.

Furthermore, tennis has a well-established scientific, cultural and historical base from which students can learn about the game of tennis. There is also the potential for teachers to construct integrated learning opportunities with science (e.g. knowledge of how the body moves), history (e.g. the development of tennis and what society was like at key moments in the history of the game), and english (e.g. sports reporting, sports biographies as genres).

Learning in, about and through tennis

The Tennis for Primary School resource has been developed to align with the key concepts of the AC:HPE. As well as being a legitimate and challenging physical activity in its own right, tennis provides a context in which students can develop personal and social skills. The following key concepts of the curriculum apply to learning in, about and through tennis.

Movement and physical activity

- *Movement is central to Health and Physical Education not only for acquiring the skills, concepts and strategic awareness required for physical activity participation and enhanced performance, but also as a medium for learning across this curriculum area and as an avenue for optimising wellbeing. Students will develop movement competence and confidence in a range of physical activities in a variety of contexts and environments building upon the important foundations of play and movement skills.*
- *In movement and physical activity contexts, students develop and refine their communication, decision-making and goal-setting skills, and learn to manage risk and take responsibility for their own and others' safety. Students should build essential knowledge, understanding and skills by experiencing a range of physical activities that are performed individually and in groups.*
- *Through evaluation and reflection, students will learn to appraise their own and others' performances and develop an understanding of the factors that facilitate or inhibit participation and performance and skills to address these. They will come to understand the place and meaning of physical activity and sport in their own lives as well as locally, nationally, regionally and globally, and experience the varied roles that comprise organised sport and recreational activities.*

(Based on Arnold, 1979; Kirk, 1988 & Pill, 2013)

AUSTRALIAN CURRICULUM

4. Develop health literacy

Health literacy refers to an individual's ability to gain access to, understand and use health information and services in ways that promote good health. Through the Tennis for Schools programs students can learn the value of physical activity to a healthy life, and information about healthy living - such as nutrition, energy expenditure, sports first aid, hydration and many other health promoting behaviours. Health literacy also refers to teaching people to be safe (e.g. sun smart principles when playing tennis outdoors) and how to create safe playing environments where people are respected, included and welcome.

5. Include a critical inquiry approach

Critical inquiry occurs where students are encouraged to reflect and appraise their thinking and actions. The Game Sense Approach, adopted in the Tennis for Schools programs, is a teaching approach foregrounding reflective action through the process of questioning, usually guided by the teacher. It can also occur where the game has been purposefully created as a problem solving space. It is appropriate to indicate that the process of reflection is not limited to technical and tactical elements of the game. Students must also consider reflection on the social construction of tennis in relation to their own and others health and wellbeing.

Adapted from: Australian Curriculum and Assessment Reporting Authority [ACARA], Key ideas, (2016)



AUSTRALIAN CURRICULUM

General capabilities

Health and Physical Education has been identified as a learning area that will contribute significantly to the containment of some of the general capabilities outlined in the Australian Curriculum. The three general capabilities described below have significant relevance in relation to how tennis is presented in the curriculum, such as communication, respect, understanding and accepting differences and fair play. These are considered fundamental to playing the game of tennis.

Personal and social capability

In the Australian Curriculum, students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. Personal and social capability involves students in a range of practices including recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.

Personal and social capability supports students in becoming creative and confident individuals who, as stated in the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA, 2008), 'have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing', with a sense of hope and 'optimism about their lives and the future'. On a social level, it helps students to 'form and maintain healthy relationships' and prepares them 'for their potential life roles as family, community and workforce members' (MCEETYA 2008, p. 9).

Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, develop resilience and a sense of self-worth, resolve conflict, engage in teamwork and feel positive about themselves and the world around them. The development of personal and social capability is a foundation for learning and for citizenship.

Personal and social capability encompasses students' personal/emotional and social/relational dispositions, intelligences,

sensibilities and learning. It develops effective life skills for students, including understanding and handling themselves, their relationships, learning and work. Although it is named 'Personal and Social capability', the words 'personal/emotional' and 'social/relational' are used interchangeably throughout the literature and within educational organisations. The term 'social and emotional learning' is also often used, as the SEL acronym.

When students develop their skills in any one of these elements, it leads to greater overall personal and social capability, and also enhances their skills in the other elements. In particular, the more students learn about their own emotions, values, strengths and capacities, the more they are able to manage their own emotions and behaviours, and to understand others and establish and maintain positive relationships.

Ethical understanding

In the Australian Curriculum, students develop ethical understanding as they identify and investigate the nature of ethical concepts, values and character traits, and understand how reasoning can assist ethical judgement. Ethical understanding involves students building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others. It does this through fostering the development of 'personal values and attributes such as honesty, resilience, empathy and respect for others', and the capacity to act with ethical integrity, as outlined in the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA 2008, p. 9).

As cultural, social, environmental and technological changes transform the world, the demands placed on learners and education systems are changing. Technologies bring local and distant communities into classrooms, exposing students to knowledge and global concerns as never before. Complex issues require responses that take account of ethical considerations such as human rights and responsibilities, animal rights, environmental issues and global justice.

AUSTRALIAN CURRICULUM

Building ethical understanding throughout all stages of schooling will assist students to engage with the more complex issues that they are likely to encounter in the future, and to navigate a world of competing values, rights, interests and norms.

Students learn to develop ethical understanding as they explore ethical issues and interactions with others, discuss ideas and learn to be accountable as members of a democratic community.

Processes of inquiring into ethical issues include giving reasons, being consistent, finding meanings and causes, and providing proof and evidence. Interrogating such concepts through authentic cases such as global warming, sustainable living and socioeconomic disparity can involve group and independent inquiry, critical and creative thinking, and cooperative teamwork, and can contribute to personal and social learning.

As students engage with the elements of Ethical understanding in an integrated way, they learn to recognise the complexity of many ethical issues. They develop a capacity to make reasoned ethical judgements through the investigation of a range of questions drawn from varied contexts in the curriculum.

Intercultural understanding

In the Australian Curriculum, students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. Intercultural understanding involves students learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

Intercultural understanding is an essential part of living with others in the diverse world of the twenty-first century. It assists young people to become responsible local and global citizens, equipped through their education for living and working together in an interconnected world.

Intercultural understanding combines personal, interpersonal and social knowledge and skills. It involves students learning to value and view critically their own cultural perspectives and practices and those of others through their interactions with people, texts and contexts across the curriculum.

Intercultural understanding encourages students to make connections between their own worlds and the worlds of others, to build on shared interests and commonalities, and to negotiate or mediate difference. It develops students' abilities to communicate and empathise with others and to analyse intercultural experiences critically. It offers opportunities for them to consider their own beliefs and attitudes in a new light, and so gain insight into themselves and others.

Intercultural understanding stimulates students' interest in the lives of others. It cultivates values and dispositions such as curiosity, care, empathy, reciprocity, respect and responsibility, open-mindedness and critical awareness, and supports new and positive intercultural behaviours. Though all are significant in learning to live together, three dispositions – expressing empathy, demonstrating respect and taking responsibility – have been identified as critical to the development of intercultural understanding in the Australian Curriculum.

There may also be the opportunity for teachers to address the remaining general capabilities outlined in the Australian Curriculum within the Tennis for Primary Schools resource. These include:

- Literacy
- Numeracy
- Critical and Creative Thinking
- Information and Communication Technology (ICT) Capability

Australian Curriculum and Assessment Reporting Authority [ACARA], General capabilities (2016)

TEACHING STANDARDS

The Australian Professional Standards for Teachers

The Australian Professional Standards for Teachers make explicit the elements of high quality teaching. This includes the following Standards:

1. Know students and how they learn
2. Know the content and how to teach it
3. Plan for and implement effective teaching and learning
4. Create and maintain supportive and safe learning environments
5. Assess, provide feedback and report on student learning
6. Engage in professional learning
7. Engage professionally with colleagues, parents/carers and the community

Tennis Australia's 'Tennis for Primary Schools' resource provides 50 lessons and a range of materials that explicitly support teachers from Foundation to Year 8 to develop high quality teaching and learning practices when teaching tennis.

This resource particularly contributes to the following Australian Professional Standards for Teachers:

- Knowing the developmentally appropriate tennis content and how to teach it
- Planning for and implementing effective teaching and learning that is evidence informed and developmentally appropriate
- Creating and maintaining supportive and safe learning environments for students
- Assessing, and providing feedback on student learning to support learning and reporting to parents and the community

Tennis Australia provides professional learning to support the effective implementation of the 'Tennis for Primary Schools' program in schools. This occurs through:

- Tennis Australia's professional learning events for teachers and coaches
- In partnership with the Australian Council for Health Physical Education and Recreation (ACHPER) at international and state conferences and
- Pre-service tertiary programs at universities nationally

By engaging in these sessions, educators are also supported in achieving the following Australian Professional Standards for Teachers to:

- Engage in professional learning and
- Engage professionally with colleagues, parents/carers and the community

The Tennis for Primary Schools resource provides contemporary and innovative student centred pedagogy, content and assessment practices for educators that informs their practice. Teachers will find that the 'Tennis for Primary Schools' resource aligns with and can support educators to provide evidence of their achievement in a variety of Australian Professional Standards for Teachers.

Examples of how the Australian Professional Standards for Teachers may be applied in this resource are illustrated on the following pages.



TEACHING STANDARDS

YEARS 3 AND 4



1

LESSON	LEARNING INTENTION	GAME PROGRESSION
1	Develop the forehand groundstroke	• Singles doubles • Partner catch forehand • Forehand scramble
2	Develop the backhand groundstroke	• Back to back • Partner catch backhand • Backhand scramble
3	Develop the integration of groundstrokes	• Shout out! • Alphabet tennis • Diamonds and rubies
4	Develop the volley	• Ice-cream • Double scoop • Show me your hand
5	Develop the volley	• Egg carton • Cross the river • Checklist
6	Develop the serve	• Countdown • Silver service • Serve it up
7	Develop and understand accuracy	• Hot potato • Cross court chargers • Battle cones
8	Develop and understand depth	• Mount Everest • Deep trouble • Top 10
9	Explore the rally in a competitive situation (doubles)	• Double up • French doubles challenge
10	Explore the rally in a competitive situation (singles)	• Marathon tennis • End Game • French singles challenge

TEACHING STANDARDS

1

Professional Practice

Standard 3: Plan for and implement effective teaching and learning

3.2: Plan, structure and sequence learning programs

Proficient: Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning



TEACHING STANDARDS

Lesson 6

Time

40 minutes

1

Learning intention

Develop the serve

Content description

Practise and refine fundamental movement skills in a variety of movement sequences and situations (ACPMP043)

Practise and apply movement concepts and strategies with and without equipment (ACPMP045)

Area

A large, safe, flat playing area with the appropriate number of red tennis courts (3m x 8m) for the number of students participating

Equipment



1 net (3m)
per pair



2 racquets
per pair



1 red tennis
ball per pair



3 drop down
lines per pair 1



triangle cone
per pair



1 peg per pair

Notes for this lesson

Please review the following information, as you guide students through this lesson's activities:

Focus questions

2

- In order to serve the ball in an overarm action to your partner, when should you release the ball from your hand?
- How high should you release the ball (the ball toss) from your hand before serving?
- What is the position of your body prior to serving the ball?

Basic technical tips for teachers

3

- Stand side on in a pre-throw position
- Release the ball from your non-dominant hand (ball toss) at approximately eye level and make contact above your head and slightly in front with eyes focused on the ball

Fun facts

A serve is a shot that commences the point by the server hitting the tennis ball into the opponents half of the court. It is an overarm action that resembles an overhand throw.

Student reflection

4

What other action and movement does the overarm serve look like? How could you practice the service action without a racquet?

TEACHING STANDARDS

1	Professional Practice Standard 3: Plan for and implement effective teaching and learning 3.1: Establish challenging learning goals Proficient: Set explicit, challenging and achievable learning goals for all students
2	Professional Knowledge Standard 1: Know students and how they learn 1.1 Physical, social and intellectual development and characteristics of students Highly Accomplished: Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students
3	Professional Knowledge Standard 2: Know the content and how to teach it 2.3: Curriculum assessment and reporting Proficient: Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements
4	Professional Practice Standard 3: Plan for and implement effective teaching and learning 3.3: Use teaching strategies Proficient: Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking

TEACHING STANDARDS

ACTIVITY 1 COUNTDOWN

10 minutes

Instruction

1

2

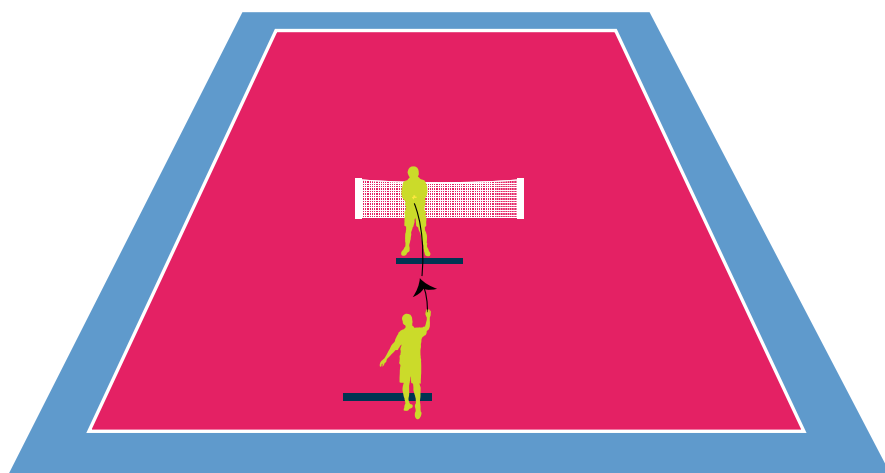
- Teacher to define a playing area
- Students to form pairs and find a safe space on their own with one tennis ball and two drop down lines
- Students are to be positioned opposite each other approximately four metres apart
- Drop down lines to be positioned to indicate all starting positions for students
- Teacher announces "countdown" and student 1 is to countdown three, two, one and project the ball with an overarm throwing action (dominant hand) into the air
- Student 2 attempts to catch the ball after one bounce
- Students score one point for every serve caught
- The teacher indicates an appropriate amount of time or the number of countdowns the students must achieve

Variations

2

3

- Increase or decrease the playing area
- Students overarm throw over the net



Tennis for Primary Schools | Red Stage - Years 3 and 4



TEACHING STANDARDS

2	Professional Knowledge Standard 1: Know students and how they learn 1.5: Differentiated teaching to meet the specific learning needs of students across the full range of abilities Proficient: Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities
1	Professional Knowledge Standard 2: Know the content and how to teach it 2.2: Content selection and organisation
3	Highly Accomplished: Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs

TEACHING STANDARDS

FUNDAMENTAL MOVEMENT SKILL (FMS) OBSERVATION RATING CHECKLIST

A SAMPLE Rubric assessing movement and Physical Education using elements of the Australian Curriculum: Health and Physical Education Achievement Standards

The teacher identifies the desired skill(s) or activity(s) to be practiced and assessed. The student performs the skill(s) and the teacher indicates the level of achievement (E-Beginning; D-Developing; C-Consolidating; B-Refining or A-Extending) based on the criteria (Health Benefits of Physical Activity; Relationships; Sequences of FMS; Fundamental Movement Skills).

Name of student: _____

Tennis skills: _____

Date: _____

CRITERIA	E (BEGINNING)	D (DEVELOPING)	C (CONSOLIDATING)	B (REFINING)	A (EXTENDING)
Health Benefits of Physical Activity	Identify some settings where they can be active. Describes how their body responds to movement.	Identify limited areas to be active and limited knowledge of how the body reacts to different physical activities.	Identify areas where they can be active and how the body reacts to different physical activities.	Identifies areas to be physically active with a developing understanding of the benefits of physical activity.	Understand the benefits of being healthy and physically active.
Relationships	Use personal and social skills when working with others in a range of activities.	Demonstrates increasingly positive interactions with peers.	Applies limited strategies to work collaboratively with others.	Applies limited strategies to work collaboratively with others.	Apply strategies for working cooperatively and apply rules fairly.
Sequences of FMS	Unable to regularly perform movement sequences.	Developing movement sequences that incorporate elements of movement.	Perform movement sequences that incorporate the elements of movement.	Refining movement sequences using Fundamental Movement Skills.	Create and perform movement sequences using Fundamental Movement Skills and the elements of movement.

1

TEACHING STANDARDS

Professional Practice

Standard 3: Plan for and implement effective teaching and learning

3.6 Evaluate and improve teaching programs

Lead: Conduct regular reviews of teaching and learning programs using multiple sources of evidence including student assessment data, curriculum documents, teaching practices and feedback from parents/carers, students and colleagues

1

Professional Practice

Standard 5: Assess, provide feedback on student learning

5.1 Assess student learning

Highly Accomplished: Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment

Professional Practice

Standard 5: Assess, provide feedback on student learning

5.3: Make consistent and comparable judgements

Highly Accomplished: Organise assessment moderation activities that support consistent and comparable judgements of student learning

TEACHING STANDARDS

TENNIS SKILLS AND ATTRIBUTES OBSERVATION RATING CHECKLIST

Cognitive Reinforcer*

Students are presented with an image(s) of a student(s) performing a skill/task, and/or a video clip of a student(s) performing a particular skill/task. The student is then requested to engage in critical thinking and reflect on the stimulus material and respond to the various questions provided below.



Look at this picture of a student rallying with their opponent. Under the categories below list one or two things you need to focus on to play successfully with your opponent.

MOVEMENT: _____

GROUND STROKES: _____

VOLLEY: _____

YOUR STRATEGY AND TACTICS: _____

SCORING: _____

BEING A GOOD SPORT: _____

KNOWING THE GAME: _____

*Adapted from Western Australian Minister for Education (2004). *Fundamental movement skills teacher resource, book 2, STEPS Professional Development*, Perth, Australia.

1

TEACHING STANDARDS

Professional Practice

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5.3: Make consistent and comparable judgements

Highly Accomplished: Organise assessment moderation activities that support consistent and comparable judgements of student learning

**Australian Institute for Teaching and School Leadership [AITSL] (2011). Australian Professional Standards for Teachers. Retrieved 22 May 2017, from: <http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list>*

PROVIDING AN ENGAGING LEARNING ENVIRONMENT

It is recommended that teachers take a flexible approach when delivering the lessons provided. Attention to students' individual characteristics, abilities and developmental readiness is required when introducing the lessons and activities in this resource. In order to maximise enjoyment and to provide an engaging learning environment, some of the following aspects may be considered:

- Ensure students are actively engaged for the entire lesson
- Observe each student's ability
- Consider and observe the characteristics and requirements of each student when matching students to work in pairs
- Consider changing partners and applying rotations between pairs during activities
- While there are 10 lessons provided for each band, there is significant flexibility in relation to how many lessons are taught each term (e.g. 10 lessons may be performed over multiple terms)
- Teachers are encouraged to adapt the number of activities recommended for each lesson (e.g. depending on the students, all the activities may be introduced or only one or two)
- Teachers are encouraged to adapt the time indicated for each activity
- Warm-up games and activities may be used multiple times depending on the individual readiness of the students. These activities can also be incorporated and reinforced prior to and in addition to lessons in a previous band
- If appropriate, present the students with an opportunity to use a variety of low compression balls (and other types of larger balls) in an attempt to locate each student's optimal challenge point during lessons
- If appropriate, permit students to sample different sized playing areas. It is not uncommon for students to be playing with a partner in an individually designed playing area of a different length or width
- Refer to the detailed outline of the lesson and diagram that provide a clear description of each activity

MANAGING LARGE CLASSES

The Tennis for Schools programs are designed to ensure that each student in the class has the opportunity to be active in a safe playing area. These areas can be designed to suit a variety of class sizes. Regardless of the class size and playing area, the provision of a safe environment that permits students to participate in the absence of risk is imperative. Some of the considerations when conducting lessons to large groups of students include:

- Ensure students are provided with a safe area and are suitably positioned in relation to other students in the class
- Provide students with ample space to swing racquets and strike balls
- Perform appropriate activities in suitable playing areas that completely alleviate any risk of other students being struck by a racquet or ball
- Ensure students understand the activity to be performed, and are always engaged
- Provide all students with an appropriate amount of instructions and demonstrations to maximise the understanding of the activity
- Monitor all activities and observe appropriate opportunities to modify (e.g. progress or regress) games
- When appropriate, consult individual students to indicate when an activity might require modification
- Place left-handed students in appropriate positions to avoid racquet collisions with right-handed students (generally on the end of the court space)
- Ensure balls are cleared from the playing areas at all times during activities
- Ensure the court surface is dry, clean and clear of foreign objects
- Ensure each session takes place in a safe and healthy environment. The teacher must be a firm leader on this aspect of the session. Accidents and injuries can be minimised by closely scanning the tennis environment and maintaining control of the session.

APPROACHES TO ASSESSMENT

Information needs to be gathered about the performance of students in a range of settings, in different kinds of experiences, and over time. Students should be given the opportunity to demonstrate their learning in a number of ways. A student may demonstrate a different level of skill proficiency for the same skill if observed in various settings with different tasks, equipment and levels of competition. In order to assess students' levels of achievements in ways that are fair, valid, comprehensive, educative and explicit, you will need to create meaningful learning experiences. As you consider the information you need to gather, you will also think about the ways in which you can gather it (Hands, 2014).

Overview

There are a range of assessment tools available to gather information in relation to student achievement that can contribute to the realisation of curriculum standards within the area of Health, Physical Education and Sport. For instance, the achievement of Fundamental Movement Skills (FMS) and specialised movement skills in tennis, such as the serve, contribute to the achievement of Health and Physical Education Achievement Standards in the Australian Curriculum. As the student undertakes activities in each lesson through a range of learning experiences and activities it is likely that a variety of aspects related to curriculum standards may also be exhibited. These might include achievement in focus areas such as:

- Health benefits of physical activity
- Safety
- Fundamental movement skills
- Games and sports
- Lifelong physical activities

Types of assessment tools

Assessment tools can be applied before, during and after lessons and as continuous assessment that includes both formative and summative assessment which can be used to inform 'what' and 'how' learning takes place in future lessons.

Assessment methods include but are not limited to:

- FMS checklists
- Specialised movement skill checklists
- Images/photos
- Stimulus questions
- Student reflection tools
- Rubrics
- Cognitive reinforcers
- Game Performance Assessment Instruments (GPAI).

These instruments serve to refine the observation of a variety of skills and to provide information with regard to student performance, understandings and attitudes and values in relation to tennis. This can include observation of students during lessons, 'free play' at recess or break times and school sport within Health and Physical Education.

These include:

- FMS
- Specialised movement skills
- Strategies and tactics
- Physical activity
- Ways in which they manage themselves and their own behaviour
- Ways in which they work with others

Suggested assessment tools for each stage

A select number of assessment tools have been provided as examples at the conclusion of each individual stage of the resource for teachers to consider. These examples can be applied to measure student achievement in a meaningful way based on the relevant AC:HPE achievement standards for each band. The various tools are provided as a starting point for teachers. They are not prescriptive and are presented as suggestions only.

Teachers are encouraged to not only apply the existing tools, but to adapt and create alternative assessment instruments based on the needs of the students and objectives of the lessons. You may also be able to gather information about the achievement of students in other subjects and learning areas.

APPROACHES TO ASSESSMENT

Interpreting the data

The data collected informs your judgments about the students' achievement against curriculum standards. Students will be at different stages of development with their learning and with their achievement of knowledge, skills and understandings.

When recording student progress it may be useful to use levels similar to those commonly used to report to parents in Australia. The table below provides an example of where the 'C-grade' is equivalent to the achievement of a curriculum standard.

GRADE	DESCRIPTION OF THE STUDENT	STUDENT BEHAVIOURS
A	The student is demonstrating excellent achievement of what is expected at this year/band level	Refining and extending
B	The student is demonstrating achievement of what is expected at this year/band level in a variety of activities	Refining
C	The student is demonstrating satisfactory achievement of what is expected at this year/band level	Consolidating
D	The student is demonstrating some degree of what is expected at this year/band level	Developing
E	The student is demonstrating limited achievement of what is expected at this year/band level	Exploring and experimenting

Foundation

Students perform FMS (e.g. rolling a ball, striking a ball, running, side galloping, tracking and trapping) and solve movement challenges (e.g. propelling the ball, stopping the ball by hand or with a racquet).

Years 1 and 2

Students demonstrate FMS in a variety of movement sequences (e.g. run, side galloping, balance, forehand strike and recovery) and test alternatives (e.g. backhand strike) to solve movement challenges (e.g. rallying and winning the point).

Years 3 and 4

C-grade at the achievement standard would be indicating that the student can refine FMS (e.g. striking the ball) and apply movement concepts and strategies (e.g. hitting the ball into space) in a variety of physical activities (tennis) to solve movement challenges.

Years 5 and 6

Students perform specialised movement skills (e.g. forehand drive, backhand drive, forehand volley, backhand volley, smash and serve) and sequences and propose and combine movement concepts (e.g. move to the ball) and strategies to achieve movement outcomes (e.g. take the ball early) and solve movement challenges (e.g. to return the ball before your opponent has recovered to a favourable court position).

Years 7 and 8

Students demonstrate control and accuracy when performing specialised movement sequences and skills (e.g. using spin, speed and placement). They apply movement concepts and refine strategies to suit different movement situations (e.g. transitioning to attack, setting up to attack, transitioning to defend and setting up to defend).

At the conclusion of each stage of this resource, some examples of developmentally appropriate assessment are provided for educators to consider.

APPROACHES TO ASSESSMENT

Assessing decision making competency

LEVEL OF COMPETENCY	STUDENT'S FOCUS	EXAMPLE INDICATOR – QUESTIONS STUDENT IS ASKING
1	Self and personal coordination dynamics	How do I do it?
2	Self and other student	What do I do in this situation?
3	Self and other student's actions	What is my opponent doing?
4	Self and game situation	How should I respond at this moment in the game?
5	Self and the game	How will I construct this point?



ADOPTION AND INTERPRETATION ON AN INTERNATIONAL SCALE

The International Tennis Federation (ITF) emphasises the importance of engaging students from the outset of development in the primary features of the game of tennis. These key aspects relate to some of the guiding principles common to game-based approaches including the combined practice of:

- Serve,
- Rally and
- Score

The ITF strongly promotes the application of game-based approaches to instruction. These approaches include the Australian Sports Commission's recommended instructional practice – the Game Sense Approach (GSA). The GSA is the instructional practice of choice as outlined and applied in the Australian Curriculum: Health and Physical Activity (AC:HPE). This form of practice recognises the necessity and value of developing the technical and tactical elements of the game in unison as opposed to the development of technical skill-drill practices isolated from the tactical elements. In this way, students participate in activities that are representative of the game (including modified games and activities).

The Tennis for Primary Schools program and its application of scaled equipment (e.g. scaled courts, racquets, and low compression balls) is consistent with ITF junior tennis guidelines (International Tennis Federation – Play Tennis Manual: Play+Stay - Serve. Rally. Score). The global priority outlined for students of the game is to understand and appreciate the tactical nature of tennis, develop a sense of the game and to learn practical competencies (Unierzyski & Crespo, 2007).

In contemporary tennis instruction, technique (the action) is viewed as a function of the correct biomechanical principles and as an avenue to implement tactics more efficiently. Each movement should be treated as a potential tool that is useful to solve tactical problems. Consequently, the perfect (model) stroke does not necessarily exist, therefore, “strict imposition of certain grips, stances, backswings and follow-throughs is not recommended” (Crespo & Reid, 2003, p.9). Alternatively, the objective of technical development is to structure an individualised model of performance linked to fundamental biomechanical principles (Unierzyski & Crespo, 2007, p.6).

The GSA is now internationally recognised as a best practice pedagogy for sport teaching around the world (UK Sports Coach, 2015). The instructional practices and associated activities and games located in the Tennis for Primary Schools resource are therefore applicable in their current format, or adaptable to best practice delivery of a tennis program in school systems globally.

The Tennis for Primary Schools resource also addresses three foundational requisite elements which are considered common to all Physical Education curricula across the globe.

These include development in the following areas:

- Fundamental Movement Skills (FMS), followed by;
- Movement sequences, followed by;
- Sport specific skills