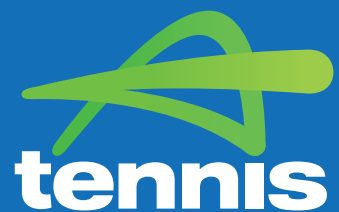
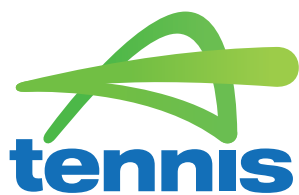




Tennis for Secondary Schools

Curriculum Resource





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GROWING TENNIS PARTICIPATION

Thank you for your support in providing more opportunities for people to play tennis. Tennis offers so much more than the technical and tactical aspects of the game. It provides the platform to promote lifelong physical activity.

The Tennis for Secondary Schools program is guided by a student-centred approach with an emphasis on the holistic development of the student. Rather than a 'one size fits all' approach, each student's developmental readiness is considered. Tennis Australia recognises that a student's personal, social and emotional development, movement confidence and competence, connection to community as well as an ability to lead an active and healthy lifestyle are all contributing factors to their wellbeing.

The wellbeing of students is critical as they contend with the demands of school, home, community and social life. Sport and physical activity play an important role and tennis, through this program, aims to provide support for schools and their students to meet these demands.

It is important that every playing experience for students is a positive one that encourages them to continue to pick up a racquet and play. These high quality playing experiences are an important component of our strategy to grow both participation and a lifelong love of the game.

Through the use of scaled equipment, including smaller courts, racquets and low-compression tennis balls, students are engaged in tennis in an environment that is suited to their ability and makes learning tennis and related movement skills fun and easy.

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 students 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 endorse Tennis Australia's (TA) Tennis for Secondary School program. This program supports a 21st century pedagogical approach that is current, inclusive and provides user-friendly tennis resources, directed to support the specialist Health and Physical Education teacher and their professional decisions in delivery for Years 7 and 8 and Years 9 and 10.

Tennis Australia's overarching philosophy, pillars and components of the Tennis for Secondary Schools program aligns with ACHPER's purpose 'to enhance the health and well-being of every Australian by educating, advocating, and leading professional practice in health education, physical education, sport and recreation'. The TA philosophy of 'promoting lifelong physical activity', combined with the delivery of the pillars of Movement Concepts and Strategies; Active and Healthy; Community and Personal, Social and Emotional are impressive and this scaffolding has produced an invaluable resource. It provides support to teachers with the aim of engaging sport outcomes through well considered and developmentally appropriate curriculum linkage.

Tennis Australia and ACHPER have mapped the Tennis for Secondary Schools resource to align with aspects of the Australian Curriculum: Health and Physical Education (AC:HPE). The two strands, Personal Social and Community Health (PSCH) and Movement and Physical Activity (MPA) embedded in the AC:HPE are addressed. An indication of TA's comprehensive understanding of the educative purpose required in schools, are the specific links to the student achievement standards for bands 7 to 10. This aims to assist teacher curriculum delivery, assessment and reporting.

The educative approach in TA's resources and pedagogical approaches also support the development of the general capabilities in the Australian Curriculum. The general capability of Personal and Social Capability competence is directly linked to the student achievement standards for Promoting Personal and Social Competence (band 7 through to 10). Teachers can use their professional judgments to expand this resource and deliver learning intentions to other general capabilities such as critical and creative thinking, ethical behaviour and literacy and numeracy.

Tennis Australia has led the way by bringing together junior development initiatives in a consolidated approach. The Tennis for Secondary Schools program is highly respected, aiming to grow participation and pathways, with direct educative links. This secondary program provides an inclusive tennis for all approach and recognises the importance of maximising participation in a fun, educative and safe school setting.

The secondary program is sequentially based and includes opportunities for teachers to be flexible in their approach and to utilise professional judgement based on the individual needs of their students and schools. Teachers can depend upon this resource in secondary school settings to plan, deliver and achieve quality physical education and educative sport outcomes. Tennis Australia has certainly adopted an educative approach to the delivery of sport in schools and should be congratulated for its vision and commitment.



Sue Whatman

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



TENNIS FOR SCHOOLS

Tennis Australia (TA) 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 opportunities for students to get active, enact social capabilities and participate.

More than ever, there is a need and priority for physical education and sport in schools and TA is pleased to advocate for this important learning area in the curriculum. Our support through this program as well as the stakeholder engagement and advocacy in the sectors of education, sport, health and the government, ensures the needs of schools and their broader families are addressed.

Since the introduction of the Tennis for Primary Schools program in 2012, participation of schools, teachers and students in tennis has increased nationally each year. The sport is now in an important transition phase as these students start to move into their secondary school years. There are many demands on teenage students as they undertake secondary schooling and it is appreciated that sport cannot always be easily accessed due to these demands. The need for participation in sport and physical activity is evident and tennis is pleased to offer this support to teachers and students with continuing their involvement in sport.

The Tennis for Schools strategy continues to be centred on the development and support of teachers in the school environment. In particular, TA appreciates many secondary schools have specialist physical education teachers who have high workloads, minimal time and varying levels of motivation in students. It is for these reasons tennis has created content that appeals to educative purpose and student achievement standards.

The Tennis for Secondary Schools resource outlines four pillars to the program, with the pillar of Community and it's associated component of Tennis Sport Education to feature as a supplementary resource to be developed. The resource and program is presented as a best practice model that may be incorporated in the curriculum and appeal to the needs of all students. Each state in Australia is encouraged to apply the content of this resource to their respective HPE curriculum accordingly.

Tennis seeks to ensure you are equipped to feel confident and competent when delivering tennis 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 assist you.

Irrespective of how you have chosen to become involved in tennis, we hope you are excited about TA'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 students have a great experience. We look forward to working in partnership with you to provide the best opportunities for all students at your school to participate.



Rebecca McDonald

Head of Programs
Tennis Australia

TENNIS FOR SECONDARY SCHOOLS PHILOSOPHY

The Tennis for Secondary School program supports the promotion of lifelong physical activity and health by providing students with the opportunity to play tennis at school. The program is underpinned by four pillars. Each pillar is represented by a tennis component that supports and promotes selected aspects of the Australian Curriculum: Health and Physical Education.

Aims of the Foundation to Year 10 (F-10) Curriculum Health and Physical Education

The Australian Curriculum: Health and Physical Education (F–10) aims to develop the knowledge, understanding and skills to enable students to:

- Access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan
- Develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships
- Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- Engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes

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



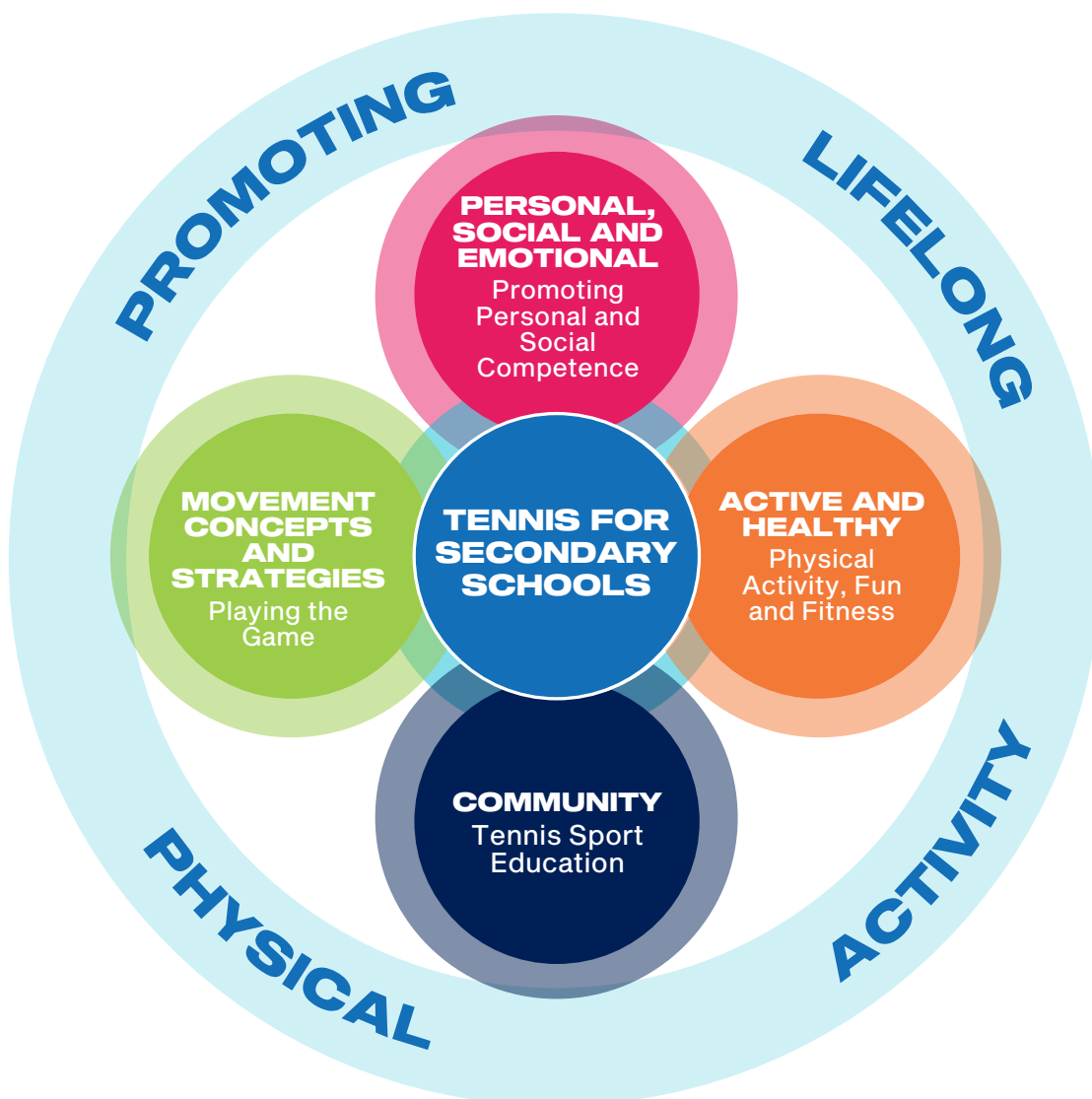
TENNIS FOR SECONDARY SCHOOLS PROGRAM PILLARS

Four pillars are represented in the Tennis for Secondary Schools program and are outlined in **Figure 1** (Hewitt & McDonald, 2018). The pillars and associated tennis components take a holistic view of a student's development.

The components of Playing the Game, Physical Activity, Fun and Fitness and Tennis Sport Education are individual components of the resource that represent a series of lessons

and games. The pillar of Personal, Social and Emotional and its associated component of Promoting Personal and Social Competence is incorporated throughout all the lessons in the resource. Concepts surrounding desirable 'life skills' including, promoting fair play, behaving responsibly and applying positive personal and social skills are framed within tennis games and explored through focus questions.

Figure 1: The overarching philosophy, pillars and components of the Tennis for Secondary Schools program



TENNIS FOR SECONDARY SCHOOLS PROGRAM PILLARS

MOVEMENT CONCEPTS AND STRATEGIES – Playing the Game

Playing the Game has a particular emphasis on the tactical concepts associated with the game. Movement, including how students move their body to serve, return, volley and play the game are critical to the student achieving success. The building blocks of fundamental movement skills (FMS) are assumed to be present in students to assist in movement confidence. The tactical concepts associated with Playing the Game such as serving the ball wide to create open space and addressing playing styles such as an all-court player or counter puncher are explored in this pillar of the program.

ACTIVE AND HEALTHY – Physical Activity, Fun and Fitness

Physical Activity, Fun and Fitness has a particular emphasis on the skill-related components of fitness and how students develop these skills to not only play the game of tennis but also use in their daily lives to be physically active. Physical Activity, Fun and Fitness is supported by the use of music which has been shown to increase student engagement levels and as a result increase movement and physical activity. Teachers are encouraged to choose a range of music which suits their students' tastes and promotes an increase in movement. Teachers and students may also choose to use pedometers, heart rate monitors or smart watches to address movement and different fitness-related components. This may include step counts and heart rates.

COMMUNITY – Tennis Sport Education

Tennis Sport Education has a particular emphasis on role responsibility, team affiliation, fair play, a season of sport, record keeping and match play. Enhancing movement performance and strategies that develop skill as well as performing physical activity to contribute to a healthy lifestyle are also considered. This component is also linked to multiple areas of learning across the curriculum to teach for literacy, numeracy and the general capability to think critically and creatively. This component additionally promotes pursuing physical activity within the community (e.g. participating in social and competitive tennis at the local tennis club).

PERSONAL, SOCIAL AND EMOTIONAL – Promoting Personal and Social Competence

Promoting Personal and Social Competence has a particular focus on developing social and emotional learning competences in students. These principles may include, respect, effort, leadership, group welfare and independence. There is an emphasis on these elements and more throughout the games in the resource.

A GAME SENSE APPROACH (GSA)

The Tennis for Secondary Schools resource adopts the game-based focus of the GSA central to the Australian Sports Commission (ASC) sporting philosophy of “Playing for Life”. When 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 complementary 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:

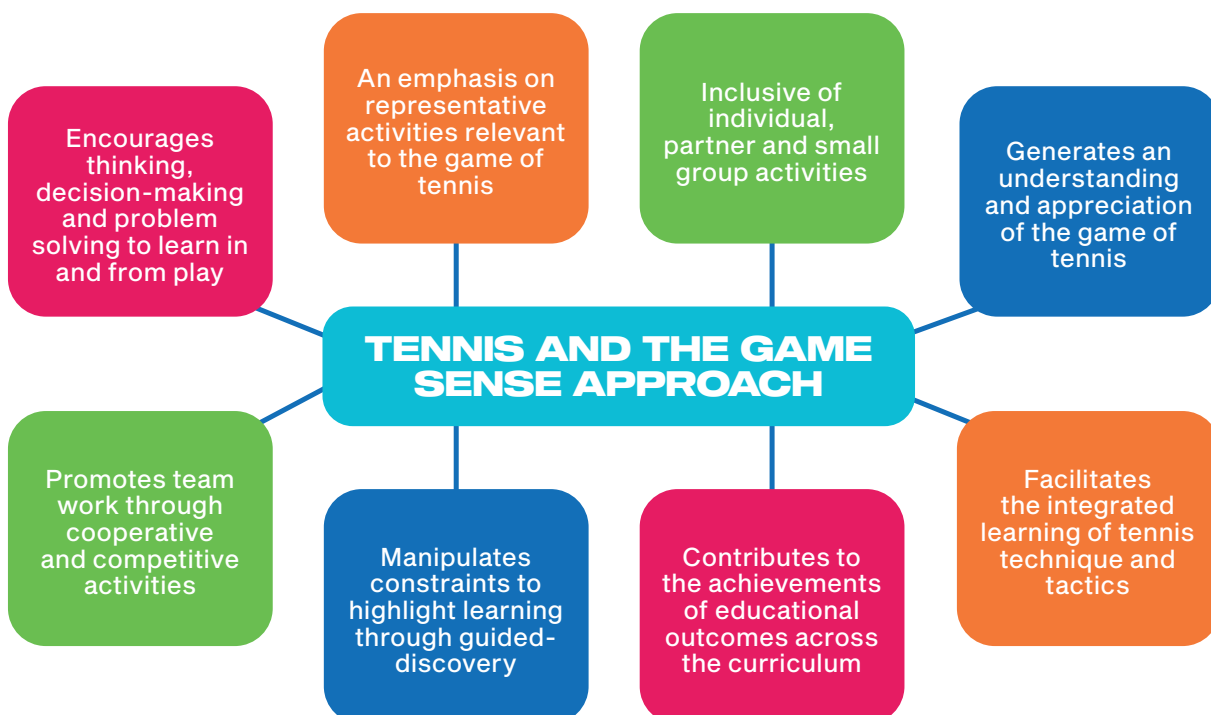
1. Knowing what to do in the context of play (decision making)
2. Knowing how to do it (movement knowledge)
3. Being able to execute the how and what successfully (movement capability) (Pill, 2013)

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 figure, **Figure 2**, outlines how the GSA is defined in tennis (Hewitt & Pill, 2016).

Figure 2: Game Sense as applied to tennis



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, "Koko 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 Koko'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.

Table 1 illustrates the game-based nature of the GSA and the pedagogical focus on strongly guided inquiry through the use of well-considered questions.

Tactical concept	Understand how to win the rally by setting up an attack using width
Focus	Understand the concept of attacking play
Modified game	Wide open (e.g. 6m x 11m playing area)
Examples of game-based questions	• How do you hit the ball wide in the court? • Why is it important to be able to hit wide? • Where should you move to after returning the ball wide? • After returning the ball wide, what type of shot do you receive from your opponent? And what can you do with this return?
Practice task	Student cooperatively serves (e.g. drop and hit) over the net to their partner on the forehand side
Return to modified game	Can you hit the ball wide and create a short ball to attack?
Conclusion	How do you play attacking tennis to put your opponent under pressure?

Table 1: GSA and guided inquiry

A GAME SENSE APPROACH (GSA)

Progressing and 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 (e.g. using a different sized ball 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

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.

The Tennis for Secondary Schools resource can also be used across sports in the net/court/wall category. All lessons contain games which can be used for sports such as badminton, volleyball, table tennis and squash. In this way, teachers can conduct a thematic approach applying game categories. Teachers can use the games as a starting point and use the *CHANGE IT* formula (Schembri, 2005) to make them more applicable to the selected sport.

THE BUILDING BLOCKS

The Tennis for Secondary Schools program makes the assumption that students have developed mastery in Fundamental Movement Skills (FMS) to participate in more complex games and physical activity.

In some instances however, there may be a requirement to revisit and develop these skills. There is a range of games and activities in the Tennis for Primary Schools resource. This resource supports Primary generalist and specialist Physical Education teachers at the Foundation through to Year 8 band and provides 50 lessons with over 150 games to assist in the development of FMS in students.

The Tennis for Secondary Schools resource (particularly the Movement Concepts and Strategies - Playing the Game component) addresses four progressive development areas:

1. Fundamental sports skills
2. Refining sports specific skills
3. Developing attack and defence structures
4. Developing a game plan

(Pill, 2016, p.6)



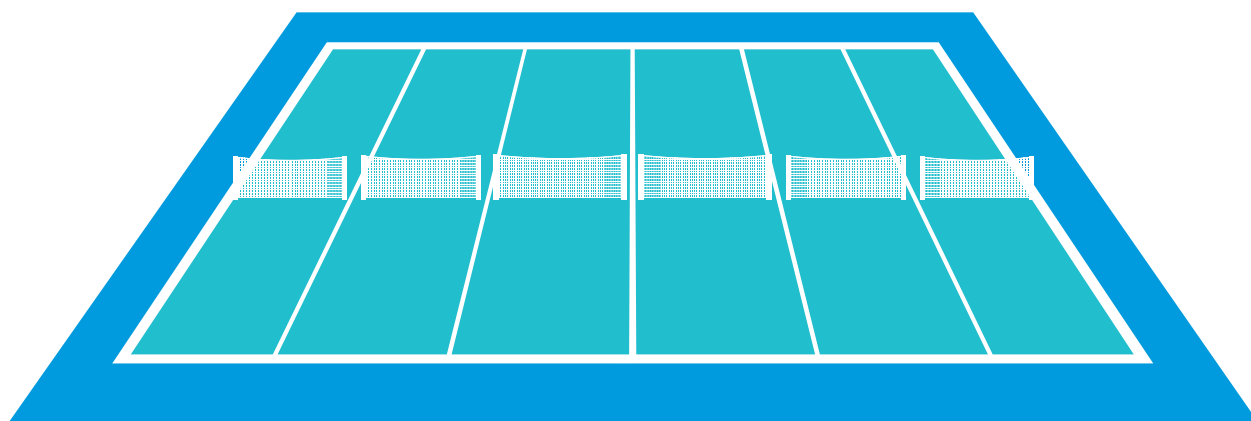
THE ENVIRONMENT

The Tennis for Secondary Schools program focuses 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 areas.

The outlined playing area is a guide to ideal court sizing. In the school setting the court size will be determined by the space and surface available. Ideally, teachers should identify a space which is large, safe, flat and appropriate for the number of

students who are participating. Teachers are also able to adapt and change individual playing areas based on the individual playing requirements of the students.

In some lessons there will be four students participating on a 6m x 11m court (e.g. half court each) and in the majority of lessons, two students participating on a 6m x 11m court.



Nets

Six metre nets that are not as high or wide as a full court net complement the smaller court area. Within the secondary school environment, a physical net or barrier tape is recommended.

Racquets

Racquets can be anything from a paddle bat to a tennis racquet. Some of the games even use throw and catch as a 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. Within the secondary school environment, the 25-inch tennis racquet is recommended.

Low compression tennis balls

The low compression tennis balls are fundamental to the 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. Within the secondary school environment, a range of tennis balls are recommended.

- Red tennis ball: larger size with 25 per cent compression
- Blue and yellow tennis ball: regular size with 25 per cent compression
- Green tennis ball: regular size with 75 per cent compression

MANAGING LARGE CLASSES

The Tennis for Secondary Schools program is 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 games 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 games 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 (e.g. generally on the end of the court area)
- Ensure balls are cleared from the playing areas at all times during games
- 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



PROVIDING AN ENGAGING LEARNING ENVIRONMENT

It is recommended 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 games 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 games
- While there are 20 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 games recommended for each lesson (e.g. depending on the students, all the games 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 games 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 game
- If appropriate, teachers are encouraged to use music to help motivate students and to promote and encourage increased movement during games



ABOUT THIS RESOURCE

The Tennis for Secondary Schools resource has been designed to assist 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 games selected for this resource are designed to assist students to understand the game of tennis while aligning with the Australian Curriculum: Health and Physical Education (AC:HPE).

The games can be modified as suggested by the scaled challenge point outlined after each game or by the *CHANGE IT* formula outlined on page 10. (Schembri, 2005).

Lesson format

The resource provides two detailed components; Playing the Game and Physical Activity, Fun and Fitness for bands 7 and 8, and 9 and 10. Each component comprises 20 lessons, 10 for band 7 and 8, and 10 for band 9 and 10. The component of Promoting Personal and Social Competence is represented throughout each of the Playing the Game and Physical Activity, Fun and Fitness components. The structure of each lesson is outlined on the following pages and can also be found at the beginning of each lesson. The structure consists of:

- Time
- Concept
- Learning intention outlining the Know, Do and Understand
- Aspects of the achievement standards
- Content description
- Area
- Equipment

Time

Each lesson has been allocated one hour, however, this may be adapted to suit the lesson length. In some instances, there has also been time allocated to pre and post lesson discussion.

Concept

Each lesson is guided by a particular concept which underpins the overall focus of the games in the lesson.

Figure 3: Skill-related fitness and tennis concepts

Skill-Related Fitness Concept
Speed and reaction
Skill-Related Tennis Concept
Doubles

Learning intention

The games in each lesson are progressive modified tennis games designed to help students develop their technical, tactical and skill-related fitness skills. All lessons have a particular learning intention (refer to **Figure 4**) outlining what students would be expected to Know, Do and Understand by the end of the lesson. These elements comprise of:

Know: the facts and information

Do: how to perform basic skills

Understand: the 'big idea' and concept

Figure 4: Learning intention

Learning Intention
By the end of this lesson students will:
Know
• The skill-related fitness components of speed and reaction and how they support the game of doubles • Forehand and backhand transition shots, the serve and volley • Doubles court positioning • How your mindset effects your body language
Do
• Move with confidence to play forehands, backhands, serves and volleys • Perform movement strategies and sequences to support doubles play • Displaying a positive attitude when playing games
Understand
How speed and reaction support your movement and game in doubles

ABOUT THIS RESOURCE

Aspects of the achievement standards

Each lesson identifies one or a number of aspects of the achievement standards (refer to Figure 5).

Figure 5: Achievement standards

Achievement standards

- Apply decision making and problem solving skills when taking action to enhance their own and others' health, safety and wellbeing
- Apply and transfer movement concepts and strategies to new and challenging movement situations

Content description

Each lesson identifies one or a number of content descriptions (refer to Figure 6) indicating how the lesson is specifically aligned to the Australian Curriculum: Health and Physical Education (AC:HPE).

Figure 6: Content description

Content description

- Provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations (ACPMP099)
- Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (AMPMP105)
- Transfer understanding from previous movement experiences to create solutions to movement challenges (ACPMP106)

Area

Each lesson (refer to Figure 7) identifies the required playing area for the outlined games.

Figure 7: Area

Area

- A large, safe, flat playing area with the appropriate number of courts (6m x 11m) for the number of students participating

Equipment

Each lesson (refer to Figure 8) identifies the equipment which is required for the entire lesson's games.

Figure 8: Equipment

Equipment



1 net (6m)
per pair



1 blue tennis
ball per pair



2 markers
per pair



2 racquets per
pair



2 drop down
lines per pair

ABOUT THIS RESOURCE

Pre-assessment activity

A pre-assessment activity has been included at various locations in the resource. This activity is designed to provide teachers with an understanding of the students' current level of knowledge surrounding the lesson's content. This information may assist teachers to identify any misconceptions surrounding the topic in addition to differentiating student learning for the lesson. An example of a pre-assessment activity is outlined in **Figure 9**.

Figure 9: Pre-assessment activity

Pre-assessment activity – 'Minute paper'

Prior to conducting the games, ask students to write down all the knowledge, concepts, ideas and understanding they have about the game of tennis. After producing their 'minute papers', invite students to share their responses. The teacher may record these responses on a whiteboard in the form of a 'mind map'

Focus questions

Focus questions (refer to **Figure 10**) guide students' learning and encourage them to appraise and reflect on the technical, tactical or skill-related fitness aspects of the game. The focus questions specifically help address the Know, Do and Understand as outlined in the learning intention. Recommended responses accompany the questions.

Figure 10: Focus questions

Focus questions

? Why is speed important when playing doubles?

- It supports you with moving to the net quickly and recovering
- It supports you with jumping for a smash
- It supports you with returning a volley with quick hands or bending down low to the ball

? Why is reaction important when playing doubles?

- When returning serve, you need to quickly move to play the ball and be prepared for your opponents who may have performed a serve and volley
- The serve can be the quickest shot hit on the court and you need to be able to react and make a decision quickly to make the return
- At the net you have less time to be able to prepare for the incoming ball

? How do you move efficiently as a doubles pair?

- Communicate effectively so you know where your partner is
- Always ensure the court is covered and there is no open space for your opponents to be able to hit the ball into
- Have a plan for how you will play each point

ABOUT THIS RESOURCE

Awareness talk

Each lesson has a particular focus on Promoting Personal and Social Competence in students in the form of an awareness talk (refer to **Figure 11**). Interpersonal and social outcomes are addressed, by observing how students interact with their peers, how they personally manage themselves and how they act towards others.

Figure 11: Awareness talk

Awareness talk

In today's lesson there is a particular focus on body language and thinking. We observe your facial expressions, mood and emotions and how these aspects impact on your performance. How you feel can influence your posture, demeanour and even the way you walk. For example, if you have negative thoughts then your movement may be slow, however, if you have positive thoughts your movement may be quick. In today's lesson, focus on making yourself feel positive and moving confidently. Assess whether this positively affects your mood and how you feel

Focus on

Focus on (refer to **Figure 12**) are present in band 9 and 10 for Playing the Game and Physical Activity Fun and Fitness. Focus on supports students with broadening their understanding of the tactical elements and skill-related fitness components when playing the game.

Figure 12: Focus on

Focus on YouTube

Available on the Tennis Australia YouTube channel (scan the below QR code with your phone or visit bit.ly/tennisresources) the following clips can be found in the secondary schools playlist and provide an example of mobility and flexibility, dynamic balance and agility in action!

- Clip 1.13 Mobility and flexibility
- Clip 1.14 Dynamic balance
- Clip 1.15 Agility



Scaled challenge point

Scaled challenge point provides a range of options for the teacher to make the game less or more challenging for students. Each game in every lesson provides three scaled challenge points. Two are suggested to reduce the complexity of the game (e.g. make the game easier for students to perform) and one is suggested to increase the complexity of the game (e.g. provide a greater challenge for students). The arrows located next to the scaled challenge point description indicates whether the challenge point is reduced (e.g. arrow pointing down) or increased (e.g. arrow pointing up).

Changing the game from competitive to cooperative, trapping or tapping the ball prior to rallying the ball back to the opponent, modifying equipment (e.g. using a higher or lower compression ball and extending or reducing the playing area) are examples of scaled challenge points in a game. **Figure 13** below provides an example of a scaled challenge point within a game.

Figure 13. Scaled challenge point

Scaled challenge point

- ↓ Students play cooperatively with the option of no racquets and two bounces
- ↓ Students play competitively with the option of two bounces, trapping or tapping the ball before returning
- ↑ Students play competitively with the option of a neutral overarm serving action, serve and volley and using full court tennis scoring (e.g. 40-15)

ABOUT THIS RESOURCE

Explore

Explore are present at the end of each lesson (refer to **Figure 14**) and are linked directly to the Understand component outlined in the lessons' learning intention.

Explore allows students to reflect on their participation in the lesson and what they have learnt and understood. Explore may also be used as a form of assessment (e.g. summative or formative) by the teacher.

Figure 14. Explore

Explore Gallery walk

With a partner, respond to the following questions below. Write your responses on sticky notes and post them on the wall. Once all your peers have posted their notes, walk around the 'gallery' reading their responses

1. Outline the key skill-related fitness components required when hitting the following shots:

a. Forehand groundstroke: _____

b. Backhand groundstroke: _____

c. Transitioning to the net: _____

2. What other skill-related fitness components are required in tennis?

3. How would you train to develop the different skill-related fitness components?

4. How were you challenged in today's lesson when you weren't initially successful? Did persisting enable you to improve?

AUSTRALIAN CURRICULUM

Knowledge of performance

Knowledge of performance feedback refers to feedback about the specific movements (e.g. technique) that contribute to the performance (Pill, 2016). In this resource, knowledge of performance relates to the technical elements

referred to in the focus questions of each lesson. An example of a peer support opportunity that assesses knowledge of performance is outlined below.

PEER SUPPORT OPPORTUNITY

Peer support assessment criteria – knowledge of results*

Student name: _____

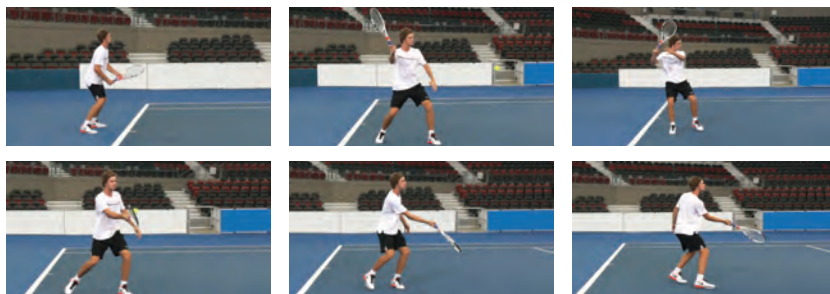
Class: _____ Date: _____

Game component

1. Stroke technique observation checklist - Short forehand (drop shot)

Instruction

- Observe your partner performing the various elements described in the skill criteria column in addition to comparing their performance with the images provided
- Indicate their level of achievement based on 'Always', 'Sometimes' or 'Rarely'



ORDER	SKILL CRITERIA	ALWAYS	SOMETIMES	RARELY
1	• Assume a basic athletic ready position • Racquet in a neutral position • Non-dominant hand supporting the racquet			
2	• Shoulders begin to align horizontally to the ball path • Beginning of circular swing motion			
3	• Non-dominant arm provides racquet head support • Dominant hand positioned between the shoulders and hips • Racquet and hand are still visible on the hitting side of the body • Back knee is flexed in preparation for forward weight transfer			
4	• Racquet follows a high to low swing path			
5	• Contact is made in front and to the side of the body • Racquet face is slightly open on contact • Racquet travels in a downward path through contact to create backspin on the ball • Hips and shoulders begin to rotate to face net			
6	• Racquet finishes over the opposite shoulder			

What your partner did well: _____

What your partner can improve on: _____

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 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 Secondary Schools resource

The five propositions of the AC:HPE have been adapted to reflect the underpinning educative focus of the Tennis for Secondary 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 10. 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 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 Secondary Schools 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

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 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)

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.



AUSTRALIAN CURRICULUM

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, 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 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 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 Secondary 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)

AUSTRALIAN CURRICULUM

Links to the achievement standards – Years 7 and 8

Movement Concepts and Strategies – Playing the Game

Playing the Game has a particular emphasis on the tactical concepts associated with the game. Movement, including how students move their body to serve, return, volley and play the game are critical to the student achieving success. The building blocks of fundamental movement skills (FMS) are assumed to be present in students to assist in movement confidence. The tactical concepts associated with Playing the Game such as serving the ball wide to create open space and addressing playing styles such as an all-court player or counter puncher are explored in this pillar of the program.

Link to the achievement standards

The specific aspects of the Years 7 and 8 band achievement standards that the Playing the Game component is designed to address include:

- Students demonstrate control and accuracy when performing specialised movement sequences and skills
- Students apply movement concepts and refine strategies to suit different movement situations
- Students apply the elements of movement to compose and perform movement sequences

Active and Healthy – Physical Activity, Fun and Fitness

Physical Activity, Fun and Fitness has a particular emphasis on the skill-related components of fitness and how students develop these skills to not only play the game of tennis but also use in their daily lives to be physically active. Physical Activity, Fun and Fitness is supported by the use of music which has been shown to increase student engagement levels and as a result increase movement and physical activity.

Link to the achievement standards

The specific aspects of the Years 7 and 8 band achievement standards that the Physical Activity, Fun and Fitness component is designed to address include:

- Students investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes
- Students demonstrate control and accuracy when performing specialised movement sequences and skills
- Students apply movement concepts and refine strategies to suit different movement situations
- Students apply the elements of movement to compose and perform movement sequences
- Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity

AUSTRALIAN CURRICULUM

Community – Tennis Sport Education

Tennis Sport Education has a particular emphasis on role responsibility, team affiliation, fair play, a season of sport, record keeping and match play. Enhancing movement performance and strategies that develop skill as well as performing physical activity to contribute to a healthy lifestyle are also considered. This component is also linked to multiple areas of learning across the curriculum to teach for literacy, numeracy and the general capability to think critically and creatively. This component additionally promotes pursuing physical activity within the community (e.g. participating in social and competitive tennis at the local tennis club).

Link to the achievement standards

The specific aspects of the Years 7 and 8 band achievement standards the Tennis Sport Education component is designed to address include:

- Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity
- Students demonstrate control and accuracy when performing specialised movement sequences and skills
- Students apply movement concepts and refine strategies to suit different movement situations
- Students apply the elements of movement to compose and perform movement sequences
- Students analyse factors that influence emotional responses
- Students examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing

Personal, Social and Emotional – Promoting Personal and Social Competence

Promoting Personal and Social Competence has a particular focus on developing social and emotional learning competencies in students. These principles may include, respect, effort, leadership, group welfare and independence. There is an emphasis on these elements and more throughout the games in the resource.

Link to the achievement standards

The specific aspects of the Years 7 and 8 band achievement standards the Promoting Personal and Social Competence component is designed to address include:

- Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity
- Students demonstrate skill to make informed decisions and propose and implement actions that promote safety, fair play and inclusivity

AUSTRALIAN CURRICULUM

Links to the achievement standards - Years 9 and 10

Movement Concepts and Strategies – Playing the Game

Playing the Game has a particular emphasis on the tactical concepts associated with the game. Movement, including how students move their body to serve, return, volley and play the game are critical to the student achieving success. The building blocks of fundamental movement skills (FMS) are assumed to be present in students to assist in movement confidence. The tactical concepts associated with Playing the Game such as serving the ball wide to create open space and addressing playing styles such as an all-court player or counter puncher are explored in this pillar of the program.

Link to the achievement standards

The specific aspects of the Years 9 and 10 band achievement standards the Playing the Game component is designed to address include:

- Students apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances
- Students apply and transfer movement concepts and strategies to new and challenging movement situations
- Students work collaboratively to design and apply solutions to movement challenges
- Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts

Active and Healthy – Physical Activity, Fun and Fitness

Physical Activity, Fun and Fitness has a particular emphasis on the skill-related components of fitness and how students develop these skills to not only play the game of tennis but also use in their daily lives to be physically active. Physical Activity, Fun and Fitness is supported by the use of music which has been shown to increase student engagement levels and as a result increase movement and physical activity.

Link to the achievement standards

The specific aspects of the Years 9 and 10 band achievement standards the Physical Activity, Fun and Fitness component is designed to address include:

- Students apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances
- Students apply decision making and problem solving skills when taking action to enhance their own and others' health safety and wellbeing
- Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts
- Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits
- Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts
- Students work collaboratively to design and apply solutions to movement challenges

AUSTRALIAN CURRICULUM

Community – Tennis Sport Education

Tennis Sport Education has a particular emphasis on role responsibility, team affiliation, fair play, a season of sport, record keeping and match play. Enhancing movement performance and strategies that develop skill as well as performing physical activity to contribute to a healthy lifestyle are also considered. This component is also linked to multiple areas of learning across the curriculum to teach for literacy, numeracy and the general capability to think critically and creatively. This component additionally promotes pursuing physical activity within the community (e.g. participating in social and competitive tennis at the local tennis club).

Link to the achievement standards

The specific aspects of the Years 9 and 10 band achievement standards the Tennis Sport Education component is designed to address include:

- Students experience different roles that contribute to successful participation in physical activity
- Students analyse how participation in physical activity and sport influence an individual's identity and explore the role participation plays in shaping cultures
- Students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments
- Students explore movement concepts and strategies to evaluate and refine their own and others' movement performances

Personal, Social and Emotional – Promoting Personal and Social Competence

Promoting Personal and Social Competence has a particular focus on developing social and emotional learning competencies in students. These principles may include, respect, effort, leadership, group welfare and independence. There is an emphasis on these elements and more throughout the games in the resource.

Link to the achievement standards

The specific aspects of the Years 9 and 10 band achievement standards the Promoting Personal and Social Competence component is designed to address include:

- Students work collaboratively to design and apply solutions to movement challenges
- Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts
- Students refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities

APPROACHES TO ASSESSMENT

Assessment tool suggestions

There is a range of assessment tools available to gather information in relation to student performance that can contribute to the achievement of curriculum standards. These assessment methods include but are not limited to:

- Fundamental Movement Skill (FMS) checklists
- Specialised movement skill checklists
- Images/photos
- Stimulus questions
- Student reflection tools
- Rubrics
- Cognitive reinforcers
- Game Performance Assessment Instruments (GPAI)
- Exit cards
- Short-answer questions

This resource utilises a range of the aforementioned assessment tools in addition to a selection of other formative and summative assessment methods. The tools in this resource are primarily designed as examples that may be applied to assess student behaviour in a number of domains (e.g. physical, cognitive, social and emotional) and are based on the relevant AC:HPE achievement standards in each band. The various tools are provided as a starting point for teachers. They are not necessarily prescriptive and are presented as recommendations and 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 and associated games. You may also be able to gather information about the achievement of students in other subjects and learning areas. A number of assessment tools have been included in some of the lessons throughout the resource and are designed to provide a recommended assessment option for specific games. Other assessment tools are located at the end of a band as suggestions.

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 key 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
- 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 Education (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 Secondary Schools program and the 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 appreciate and develop a sense of the game across various domains, including, physical, cognitive, social and emotional.

More contemporary forms of instructional practices position technique (the action) 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 'best' (model) stroke or ideal stylised technique does not necessarily exist. Therefore, "strict imposition of certain grips, stances, backswings and follow-throughs is not recommended" (Crespo & Reid, 2003, p.9). Rather, the objective of technique (or development in the psychomotor domain) should be viewed as achieving coordinated and basic or fundamental 'key' biomechanical markers. This permits a more inclusive and differentiated approach designed to cater for the developmental readiness of all participants.

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 Secondary Schools resource are therefore applicable in their current format, or adaptable to best practice delivery of a tennis program in school systems globally.