

# TEACHER WORKSHOP FOLLOW-UP



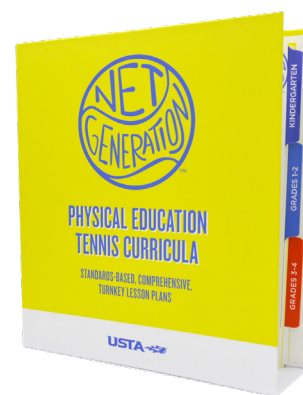
Thank you for completing the Net Generation Teacher Workshop. We hope that you are now comfortable introducing your students to the lifelong sport of tennis in both traditional and non-traditional spaces.

The purpose of the workshop was to enable you to deliver a tennis unit that is active, safe and fun for your students.

## NET GENERATION

The Net Generation school curricula was developed with PE classes and teachers in mind. With turnkey lesson plans, created in conjunction with SHAPE America, you have the tools to teach tennis. Lesson plans are based on the SHAPE America National Standards and Grade Level outcomes for K-12 Physical Education.

More information on how to get started and GET FREE EQUIPMENT can be found at <http://www.netgeneration.com>



## ADDITIONAL RESOURCES:

- Access to Net Generation Schools Curricula (hard copy or online)\*
- Access to Teacher Workshop activities videos\*
- Access to videos of all the activities in the Schools Curricula\*

\*Net Generation registration required

## OUT-OF-SCHOOL OPPORTUNITIES:

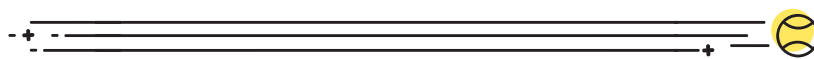
For more information on how to include tennis in out-of-school opportunities (such as: before school, recess, after-school, community tennis programming, coaching programs and Junior Team Tennis), contact your local USTA Section.

## WORKSHOP TAKEAWAY NOTES:

The following pages summarize the key information presented at the Teacher Workshop, from equipment needed, activity setup, classroom management techniques, and teaching cues.

We hope it is a valuable reference tool as you start to incorporate the Net Generation school curricula into your lessons plans.

# TENNIS LESSONS



EACH LESSON PROVIDES:	USE THESE STRATEGIES:
Instant Activity	Set up the defined activity area in advance – space out balls and equipment to prevent crowding.
Learning Experiences (Activities, cues, modifications, checks for understanding)	Levels – Modifications to adjust activities to accommodate the student’s level.
Closure	Use teaching cues – Short tips to help students with challenge, skills and play.
	Flexibility – teach the same lesson more than once, revisit activities, mix it up.

## TRADITIONAL TENNIS EQUIPMENT NOT NECESSARY

As we highlighted throughout the workshop, traditional tennis equipment, as well as tennis courts, are not necessary to offer tennis to your students in an active, fun and safe environment.

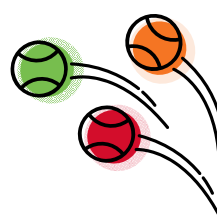
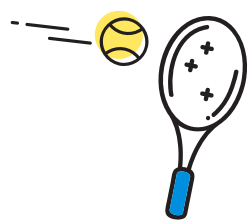
The equipment below will assist in a positive experience for your students:

### EQUIPMENT NEEDED:

- Appropriate-sized racquets (21-inch elementary, 23-inch secondary)
- Red tennis balls (felt or foam)
- Barrier tape
- Volleyball or badminton standards
- Targets
- Koosh balls/beanbags

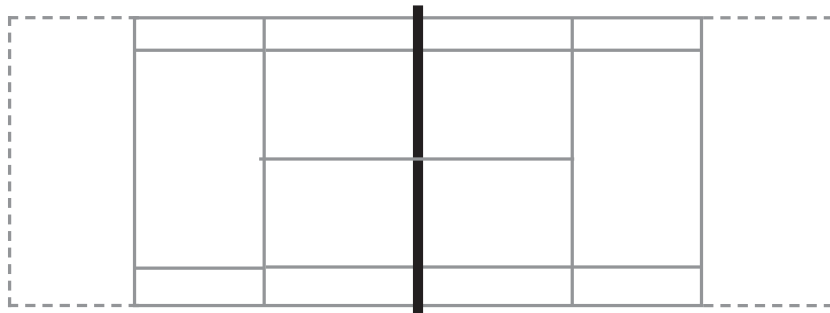
### OPTIONAL EQUIPMENT:

- Painter’s tape
- Playground balls
- Pop-up nets (if volleyball or badminton standards are not available)
- Sidewalk chalk
- Dice or playing cards
- Jump ropes



## ACTIVITY SET UP

A tennis court can be set up as six 36-foot courts. This will allow you to have as many as 24 children on one 78-foot tennis court. If you are using an indoor space or outdoor playground, simply mark off the court area with tape, throw-down lines, or cones.



## CLASSROOM MANAGEMENT TIP: CREATE A POSITIVE LEARNING ENVIRONMENT

Use positive communication:

- Always use positive language – eliminate don't, not and no.
- Use guided discovery with questions.
- Praise effort rather than results.
- Catch them doing things right.
- Tell them what you want them to do instead of saying, "Don't do this."



# CLASSROOM MANAGEMENT TECHNIQUES

<b>Defining the activity area</b>	Be sure to establish an activity area with cones in each corner to be sure students are safe and can be managed effectively.
<b>Personal space/General space</b>	Continually remind students when the activity requires movement in personal space or general space. Use hula hoops, helicopter arms, bubble, etc., to visually define.
<b>Activity Cues: In, Out, All About</b>	<p>To reinforce movement in personal/general space, use activity cues to direct students to move throughout the activity area:</p> <ul style="list-style-type: none"> <li>• On the teacher calling “in,” the students move forward in personal space.</li> <li>• On the teacher calling “out,” the students move back diagonally, keeping their eyes forward in personal space.</li> <li>• On the teacher calling “all about,” students, in the designated area, move freely in the general space.</li> </ul> <p>Direct students to move as listed above using a variety of locomotor skills – skipping, galloping, hopping and sliding.</p>
<b>Demonstration</b>	Teacher, with a student’s assistance, should demonstrate each activity. Make sure the student that assists you is capable of performing the activity.
<b>Safety Talk</b>	Discuss safety rules and consequences before allowing students to use equipment for the first time. Remind students to be aware of others and not to swing the racquet recklessly.
<b>Obtaining equipment</b>	Place equipment around the activity area to avoid congestion around equipment bins. When using equipment, ask students to get a racquet and/or ball from the perimeter and find their own personal space by placing the equipment on the ground. Students should then stand in an athletic position with hands on the knees while awaiting instructions.
<b>Hugging the racquet</b>	Demonstrate and practice how to “hug your racquet,” or “lock it in” for older students. This is a good safety technique when you are only addressing students for a few seconds. Teachers should have students place equipment on the floor or ground if they will be addressing students for a longer period of time.
<b>Grounding the racquet</b>	Demonstrate how to “ground your racquet” by placing the racquet and/or ball flat on the floor in front of you, then put hands on knees and locate the teacher. Once the teacher has everyone’s attention, have them “stand tall.”
<b>Storing a ball:</b>	<p>Students should not chase balls out of their personal playing space.</p> <p>A loose ball should be picked up and stored immediately by students when it enters their space. Loose balls can be stored in pockets, or tucked into clothing.</p> <p>If a ball is lost, students should be able to obtain a ball from their peers or from supply bins located safely on the perimeter of the activity area. Never allow a ball or racquet to be in an area that may cause a safety issue.</p>

The activities in the Schools Tennis curricula were designed to have students be self-guided or work in pairs. This allows you the freedom to roam and monitor the progress of the group as a whole as well as maximizing action and activity for all students participating.

#### Forming pairs or groups

Remind students that they must come to the center of the activity area (“friendship circle”) if an available partner is not immediately near them. Once they find a partner, they should immediately move out of the circle.

The “toe-to-toe” method is the best way to pair up students quickly, and doing “sound mixer” helps form small groups quickly.

“One hand up, one hand down” helps to form two lines.

#### Mixing up the group

While students are engaged in various movement activities, the teacher can call out different commands to mix the group (e.g. “tallest player turn left,” “if you have tall socks, turn left,” “if you have short hair turn right,” students wearing the same color clothing, same birth month).

Once the students are mixed adequately, they can be placed into groups or teams. **Have the students change partners frequently.**

## CLASSROOM MANAGEMENT TIP: Demo an Activity

Four easy steps on how to demonstrate an activity:



### STEP 1:

Stop and gather all kids together to one side where they can see your hands and racquet. Make sure they are watching and can see you do the demonstration. Hug the racquet or ground the racquet and hide the tennis ball. Only proceed once you have everyone’s attention!



### STEP 2:

Demonstrate the activity perfectly, making sure all kids are watching and listening.



### STEP 3:

Safety – Make students aware of their personal space and ensure they are not swinging their racquets near other children. Be mindful of how hard they hit and keep the ball in the designated area.



### STEP 4:

To start an activity, use your voice. Say “when” before “what.”

“When I say go, I need you to....

To stop an activity, use a loud audio signal – whistle, stop music, etc.

# HANDLING DISCIPLINE ISSUES

- Have a behavior plan that was previously agreed on by students.
- Follow the process for everyone; be consistent.
- Utilize “proximity control” to help students become aware of their problem behavior – approach student from behind, mention issue then walk away.
- Reinforce good behavior.

Here is a summary of the Teaching Cues you can use by grade level:

## KINDERGARTEN:

1. Keep eyes up
2. Personal space/  
General space
3. Hug/Ground racquet
4. Shake hands
5. Palm up or palm down

## GRADES 1-2:

1. Personal space/  
General space
2. Hug/Ground racquet
3. Shake hands
4. Shoulder turn
5. Loop (small ‘c’)
6. Roll with control
7. Keep eyes up
8. Aim for target
9. Push and splat
10. Ready position
11. Underhand toss,  
bounce, catch
12. Palm up
13. Bounce, tap, trap (racquet in  
hitting position for trap)
14. Tap up eye high

## GRADES 3-4:

1. Eye high
2. Shake hands
3. Palm up
4. Toss, bounce, tap, catch
5. Aim, control to target
6. Ready position (knees bent)
7. Bounce, hit cadence
8. Personal space/  
General space

## GRADES 5-6:

1. Ready position
2. Side to target
3. Low to high
4. Follow through
5. Eye high
6. Aim, control
7. Underhand toss
8. Overhand throws  
(with an arc)
9. Personal space/  
General space
10. Hammer grip  
(volley, serve, and backhand)
11. Shake hands (forehand)
12. Split step
13. Block (volleys)

## GRADES 7-12

(same as Grades 5-6 plus):  
Overhand Serve:

1. Racquet on dominant  
shoulder
2. Toss and reach
3. Hit with an arc
4. Follow through
5. Side to target, drop, hit  
before bounce  
(underhand serve)
6. Look for open space
7. Communication (doubles)

## MODIFICATIONS:

### INCREASE DIFFICULTY:

1. Lengthen distances
2. Smaller targets
3. Add scoring

### DECREASE DIFFICULTY:

1. Shorten distances
2. Larger ball
3. Line or rope instead of  
barrier
4. Allow multiple bounces
5. Larger target
6. Choke up on racquet
7. Perform activity without  
racquet
8. Bean bag in place of a ball
9. One student hit, one student  
toss and catch
10. Trap the ball before sending

