

Ball Type/Focus Red Ball – Doubles – Weeks 7 & 8		Lesson duration 30 minutes - 3.30pm to 4pm	Age 3-5 year olds	Class Little Tackers
Rationale The students will build on their serve groundstroke and volley skills that they have developed previously in the Term.		Outcome The students revise all the strokes they have learnt during the term. They will learn scoring; and continue to develop their footwork, balance, tracking skills and unit turn for their groundstrokes and volleys.		Content Students will participate in three games during the 30 minute lesson. There will be short breaks for drinks and discussion.
Prior Knowledge. <ul style="list-style-type: none"> • Low-to-high swing for groundstrokes. • Shortened swing for volleys. 		Risk Assessment There is a risk of students knocking in to each other playing ‘What’s the score Mr Wolf?’ There is a risk of students standing too close to each other in the ‘Madagascar’ or ‘Clean up your room’ and being hit by a racquet.		Resources Mini tennis-nets, flat markers, low compression tennis-balls, witches hat and tennis racquets.
Game & Focus	Time	Content	Organisation & Risk	Resources
<u>Cleanup the Room</u> Students will develop their groundstroke, serve and overhead biomechanics	5 min	The students will be divided on the large court. They will need to throw squishy balls (groundstroke biomechanics), tennis balls (serve/overhead biomechanics) and frisbees (backhand volley/slice biomechanics) over the net. They can focus on keeping their room clean, or they can get into a rally situation with a partner on the other side of the net.	<u>Whole Class</u>	6 squishy balls, basket of low compression tennis balls, 6 soft frisbees.
<u>Rally</u> Students will pass balls, frisbees to each other over a net and – if the kids are up to it – hit tennis balls	5 min	In pairs, students begin to rally through underarming balls to each other and throwing frisbees. This can be progressed to rally with racquets; however, students that are rallying are ready to move up to the Junior Class	<u>Whole Class</u> <i>Students hitting each other with racquets because they’re standing too close.</i>	3mini-nets, 6 flat markers, 3 hoops
<u>Madagascar</u> Students will develop their footwork forwards, their side-on action, their abbreviated swing.	15 min	Students will hit groundstrokes, volleys and overheads. For students who are succeeding at this activity, coaches can challenge them by speeding up the activity and making them move.	<u>Individual</u> Students hitting students with their racquets.	3 mini-nets, 6 flat markers, 3 baskets
<u>Lineup</u> Students reflect on their learning	3 min	The coach claps his/her hands in a simple rhythm and gets the students to copy. He/She quickly reviews every activity and then gets the kids to give him/her a high-five and say what their favourites game(s) were.	<u>Whole Class</u>	

Ball Type/Focus Orange Ball – Doubles – Weeks 7 & 8		Lesson duration 60 minutes - 4pm to 5pm	Age 6-9 year olds	Class Juniors
Rationale The students will build on their serve, groundstroke and volley skills that they have developed previously in the Term.		Outcome The students will revise all the strokes they have learnt during the term. They will learn scoring; and continue to develop their tracking skills and unit turn for their groundstrokes and volleys. They will also learn about the four different roles on the doubles court.		Content Students will participate in six games during the 60 minute lesson. There will be short breaks for drinks and discussion.
Prior Knowledge. <ul style="list-style-type: none"> • Low-to-high swing for groundstrokes. • Shortened swing for volleys. 		Risk Assessment There is a risk of students knocking in to each other playing ‘What’s the score Mr Wolf?’ There is a risk of students standing too close to each other in the ‘Crazy Tennis’ or ‘Clean up your room’ and being hit by a racquet.		Resources Mini tennis-nets, flat markers, low compression tennis-balls, witches hat and tennis racquets.
Game & Focus	Time	Content	Organisation & Risk	Resources
<u>Cleanup the Room</u> Students will develop their groundstroke, serve and overhead biomechanics	5 min	The students will be divided on the large court. They will need to throw squishy balls (groundstroke biomechanics), tennis balls (serve/overhead biomechanics) and frisbees (backhand volley/slice biomechanics) over the net. They can focus on keeping their room clean, or they can get into a rally situation with a partner on the other side of the net.	<u>Whole Class</u>	10 mini basketballs, basket of low compression tennis balls, 6 soft frisbees.
<u>Rally</u> Students will rally groundstrokes and volleys	5 min	In pairs, students rally groundstrokes and volleys trying to achieve a ‘record’ score as a pair. The coaches should continue to teach the biomechanic principles demonstrated in the previous activity. If the students are struggling, the coaches should take away the racquets and get the students to use mini basketballs, tennis balls or frisbees.	<u>Whole Class</u> <i>Students hitting each other with racquets because they’re standing too close.</i>	3mini-nets, 6 flat markers, 3 hoops
<u>Clean Up The Room: Serving</u> Students’ heads need to travel towards the target with their eyes level in somersault position.	5 min	Students serve balls from behind a flat-marker on the court, which prevents them from hitting each other with racquets. The students maximise how many balls they serve. The activity progresses by moving the flat markers back, and creating a challenge where the server gets a point for every ball served in: 15, 30, 40, game. The first player to game wins.	<u>Whole Class</u> <i>Students hitting each other with racquets because they’re standing too close.</i>	8 mini-nets, 16 flat markers, 8 hoops, 16 witch’s hats
<u>Tennis Darts</u> Students will: Swing low-to-high	5 min	Students rally the ball against the fence and attempt to hit the ball into a hoop attached to the fence above net height. The coaches are to instruct the students on a wide contact, above the hips and a low-to-high swing	<u>Whole Class</u> <i>Students hitting students with their racquets.</i>	10 hoops, 16 velcro ties, 4 baskets of low-compression tennis balls, 16 flat markers.

Game & Focus	Time	Content	Organisation & Risk	Resources
<u>Hot Seat</u> Students will develop their volleying technique and positioning as a net player in doubles.	10 min	The coach and a student throw a ball aiming to try and knock over one of two witches hats, which are positioned either side of the volleyer. The volleyer (Sprint Position) tries to knock over a witches' hat diagonally opposite. After the volley, the volleyer replaces the thrower. When a volleyer hits the ball close to the target, the whole group gets a point. The point system is 15, 30, 40 game. The volleyer who gets the game point becomes the Hot Seat. A game commences between a doubles pair and the Hot Seat who is partnered by the coach (who now has a racquet). The game still starts with a feed to the person in Sprint Position. Coaches need to make sure they are coaching good volley technique: grip, hand position, movement forwards, turn, sneak like a lion and tag the ball. Focus on the lion steps for children struggling with this activity.	<u>Groups of 4</u> <i>Students hitting students with their racquets.</i>	8 mini-nets, 32 flat markers, 4 baskets, 12 witches hats
<u>Doubles King of the Court: basketballs</u> Students will learn the roles of doubles participants	10 min	The students play a tiebreaker using mini basketballs. The returner has to catch the ball in one bounce. A doubles team can win a point through an opponent's mistake (throwing the ball out or into the net) or by catching the ball on the full. The coaches should emphasise catching the ball to the side and how to create trouble. As soon as a group of 4 is participating well in this game, get them to play using racquets.	<u>Groups of 4</u>	8 mini-nets, 32 flat markers, 8 hoops, 8 mini basketballs
<u>Doubles King of the Court</u> Students will learn through play.	10 min	The students play a doubles tiebreaker. The coaches should teach the roles of Server, Returner, Hot Seat and Sprint Position. Students that struggle can continue playing King of the Court with basketballs.	<u>Groups of 4</u>	8 mini-nets, 32 flat markers, 8 hoops, 48 tennis balls
<u>Lineup</u> Students reflect on their learning	3 min	The coach claps his/her hands in a simple rhythm and gets the students to copy. He/She quickly reviews every activity and then gets the kids to give him/her a high-five and say what their favourites game(s) were.	<u>Whole Class</u>	

Ball Type/Focus Green Ball – Doubles: Trouble – Weeks 7 & 8		Lesson duration 60 minutes - 5pm to 6pm	Age 10-14 year olds	Class Intermediates
Rationale The students will use their serving, volley, return, overhead and groundstroke skills in different doubles activities.		Outcome The students will revise all the strokes they have learnt during the term. They will learn scoring; and continue to develop their tracking skills and unit turn for their groundstrokes and volleys. They will also learn about the four different roles on the doubles court – Server, Returner, Sprint Position and Hot Seat.		Content Students will participate in five games during the 60 minute lesson. There will be short breaks for drinks and discussion.
Prior Knowledge. <ul style="list-style-type: none"> • Groundstroke, serve, volley and overhead technique. • P.A.S spin 		Risk Assessment There is a risk of students standing too close to each other in the Doubles activities and being hit by a racquet. There is a risk of treading on the balls and rolling an ankle – particularly, in fast-paced games.		Resources Green balls, witches hats, flat markers.
Game & Focus	Time	Content	Organisation & Risk	Resources
<u>Community</u> Students will have knowledge and understanding of roles and movements appropriate for doubles.	15 min	Community is a great game to start with, because students find it engaging and fun. The volleyers have to go for everything unless the ball is out of their reach. If this happens, they need to call yours, to the baseliners, and retreat back. At this stage, the opposing volleyers should move forwards to try and get on top of the net. The baseliners' job is to keep the ball away from the volleyers. Play points, and there are three points if a point is won with a volley or overhead.	<u>2 v 2 games</u> <i>Students treading on balls.</i>	2 baskets of green balls.
<u>Doubles Drill</u> Students will improve their volleys, overheads and doubles specific movement and communication	10 min	Chat technique and tactics with students. Students will then work at 3 stations (5-6 kids), 2 stations (3-4) or 1 station (1-2). Station 1: A student gets a volley down the tramlines, a poach (their doubles partner call 'switch' and sideskips to cover the other side of the court) and an overhead (the doubles partner moves up to the net). Station 2: Agility Ladder. Station 3: Footwork games using catching tennis balls in one bounce, or volley activities catching tennis balls on the full.	<u>Groups of 6</u> <i>Students being hit with a racquet or ball.</i>	2 baskets of green balls, 8 witches' hats, 12 flat markers.
<u>Community</u> Students will have knowledge and understanding of roles and movements appropriate for doubles.	15 min	The volleyers have to go for everything unless the ball is out of their reach. If this happens, they need to call yours, to the baseliners, and retreat back. At this stage, the opposing volleyers should move forwards to try and get on top of the net. The baseliners' job is to keep the ball away from the volleyers. Play points, and there are three points if a point is won with a volley or overhead.	<u>2 v 2 games</u> <i>Students treading on balls.</i>	2 baskets of green balls.

Game & Focus	Time	Content	Organisation & Risk	Resources
<u>Doubles King of the Court</u> Students will develop matchplay skills and understanding.	15min	Tiebreakers. If there are more than 8 students, the tiebreakers should start from 3-3, so no-one spends too long on the sideline. Students waiting should umpire and ballboy or work on footwork activities.	<u>Groups of 6</u> <i>Students treading on balls.</i>	2 baskets of green balls.
<u>Lineup</u> Students reflect on their learning	3 min	The kids pretend they are teaching a 6 year-old doubles, and they have to explain the two most important aspects of creating trouble doubles.	Partners	

Ball Type/Focus		Lesson duration	Age	Class
Yellow Ball – Doubles – Weeks 7 & 8		60 minutes – 6-7pm; 7-8pm; 8-9pm	12 year olds to adults	Coaches and adults
Rationale The students will use their serving, volley, return, overhead and groundstroke skills in different doubles activities.		Outcome The students will revise all the strokes they have learnt during the term. They will learn scoring; and continue to develop their tracking skills and unit turn for their groundstrokes and volleys. They will also learn about the four different roles on the doubles court – Server, Returner, Sprint Position and Hot Seat.		Content Students will participate in five games during the 60 minute lesson. There will be short breaks for drinks and discussion.
Prior Knowledge. <ul style="list-style-type: none"> • Low-to-high swing for groundstrokes. • Shortened swing for volleys. • Overhead Serving • Serving and Return Positions 		Risk Assessment There is a risk of students standing too close to each other in the Doubles activities and being hit by a racquet. There is a risk of treading on the balls and rolling an ankle – particularly, in fast-paced activities.		Resources Yellow balls, witches hats, flat markers.
Game & Focus	Time	Content	Organisation & Risk	Resources
<u>Rally in Service Boxes</u> Students will rally groundstrokes and volleys in the service boxes	5 min	Students rally in pairs as a warmup.	<u>Groups of 4</u> <i>Students treading on balls.</i>	1 basket of yellow balls
<u>Community</u> Students will have knowledge and understanding of roles and movements appropriate for doubles.	10 min	The volleyers have to go for everything unless the ball is out of their reach. If this happens, they need to call yours, to the baseliners, and retreat back. At this stage, the opposing volleyers should move forwards to try and get on top of the net. The baseliners' job is to keep the ball away from the volleyers. Play points, and there are three points if a point is won with a volley or overhead.	<u>2 v 2 games</u> <i>Students treading on balls.</i>	2 baskets of green balls.
<u>Doubles Drill</u> Students will improve their volleys, overheads and doubles specific movement and communication	10 min	Chat technique and tactics with students. Students will then work at 3 stations (5-6 kids), 2 stations (3-4) or 1 station (1-2). Station 1: A student gets a volley down the tramlines, a poach (their doubles partner call 'switch' and sideskips to cover the other side of the court) and an overhead (the doubles partner moves up to the net). Station 2: Agility Ladder. Station 3: Footwork games using catching tennis balls in one bounce, or volley activities catching tennis balls on the full.	<u>Groups of 6</u> <i>Students being hit with a racquet or ball.</i>	2 baskets of green balls, 8 witches' hats, 12 flat markers.

Game & Focus	Time	Content	Organisation & Risk	Resources
<u>Community</u> Students will have knowledge and understanding of roles and movements appropriate for doubles.	10 min	The volleys have to go for everything unless the ball is out of their reach. If this happens, they need to call yours, to the baseliners, and retreat back. At this stage, the opposing volleys should move forwards to try and get on top of the net. The baseliners' job is to keep the ball away from the volleys. Play points, and there are three points if a point is won with a volley or overhead.	<u>2 v 2 games</u> <i>Students treading on balls.</i>	2 baskets of green balls.
<u>Doubles Tiebreaker</u> Students will improve their matchplay.	20 min	The students will play a doubles tiebreaker.	<u>Groups of 4</u> <i>Students treading on balls.</i>	8 yellow balls