

## 2015 Game Sense Conference for Teachers and Coaches University of Canterbury Christchurch

### Conducting Tennis Hot Shots in Primary and Secondary schools

*Wednesday 18 November 3.00pm UC Rec Centre and Sports Hall*

**Abstract:** Recognising that players should be exposed to planned activities that foster development in four central domains – the physical (technique), social (interaction), cognitive (decision making) and affective (fun and enjoyment) domains, Tennis Australia has developed the Hot Shots program that acknowledges the benefits of incorporating a more game-centred teaching approach for tennis. Learning is positioned, at least initially, 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). This workshop will explore a variety of tennis games and play practices from the Tennis Australia Hot Shots program adhering to the guiding principles of the Game Sense approach.

#### *Tennis Hot Shots and the Game Sense approach*

Recognising that players should be exposed to planned activities that foster development in four central domains – the physical (technique), social (interaction), cognitive (decision-making) and affective (fun and enjoyment) domains, Tennis Australia has developed the Hot Shots program that acknowledges the benefits of incorporating a more game-based teaching approach to tennis. Learning is positioned, at least initially, 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). This workshop will explore a variety of tennis games and play practices from the Tennis Australia Hot Shots program adhering to the guiding principles of the Game Sense approach.





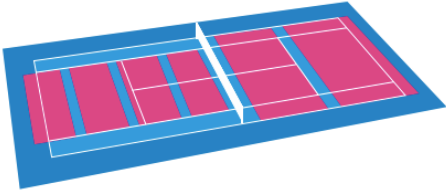
The CHANGE IT formula (Schembri, 2005) is used in the program to modify constraints by “eliminating, refining, or adding to game rules and playing conditions to focus attention on specific technical or tactical game understanding” (Pill, 2013, p. 9). Coaches and teachers may modify the game by adapting the playing area (e.g., making the court smaller or larger), changing the equipment (using a variety of sized balls with varying compression levels and different sized racquets) and changing the rules (e.g., permitting the ball to bounce twice).

**C** coaching style  
**H** how scoring occurs or the scoring system  
**A** area or dimension  
**N** numbers 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

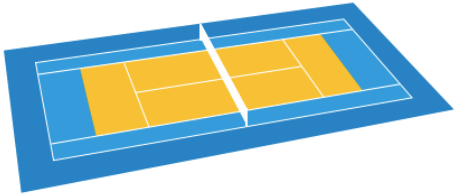
An example of the Tennis Hot Shots stages in addition to the different sized playing areas in the program are outlined below.

Band	Colour	Description	Court size	Ball	Racquet
Foundation	Purple	Students are introduced to tennis through learning basic FMS & PMS skills which will assist them in grasping the key skills required to play tennis	Defined spaces which can be determined by the teacher and student	Large soft balls of varying sizes Wilson foam ball	Paddle bat, 19 or 21 inch racquet
Years 1 - 2	Blue	Students are introduced to the general principals of tennis through participating in a range of challenging activities	Defined spaces which can be determined by the teacher and student	Large soft balls of varying sizes Wilson foam ball Wilson red ball 25% compression	Paddle bat, 19 or 21 inch racquet
Years 3 - 4	Red	Students will learn the basic groundstrokes, volley and serve skills required to rally the ball and play games	3m wide x 8.23m long or 6m wide x 10.97m long or students to define their own space	Wilson foam ball Wilson red ball 25% compression	Paddle bat, 19, 21 or 23 inch racquet
Years 5 - 6	Orange	Students will refine their skills through games which focus on tactics and all court play	6.4m wide x 18.29m long or a red court 6m wide x 10.97m long	Wilson orange ball 50% compression	23 or 25 inch racquet
Years 7 - 8	Green	Students will bring all elements of playing the game of tennis into practice; with students strategically deciding on shot making and participating in singles and doubles play.	8.23m wide (singles) or 10.97m wide (doubles) x 23.78m long Note: this is a full size tennis court Alternatives such as a red court 6m wide x 10.97m long can also be used	Wilson green ball 75% compression	25, 26 or 27 inch racquet

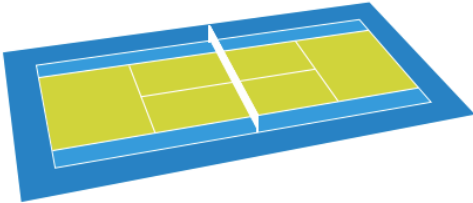
Red



Orange




Green



## GAME 1: Red Hot Rafa

**Pedagogical conversation: Regression, simplification and representation – Red Hot Rafa – Roll and Splat**

**Equipment** Per pair 1x  2x 

**Layout** Players form pairs and are positioned at opposite ends of the court

**Instruction** Players are aiming to win the point from a groundstroke using the width and length of the court

1. Players form pairs and are positioned at opposite ends of the court
2. Player 1 commences the rally with a drop hit or overarm serve (serve/rally rule)
3. Players rally the ball until an error is made
4. Players are not permitted to volley the ball (i.e., the ball must bounce prior to contact)
5. The rally continues until the ball bounces twice before being hit, the ball lands outside the court space, the ball hits the net or a player volleys the ball
6. Players alternate commencing the point
7. Play first to 10 points or teacher nominates time

### Pause for reflection - focus questions

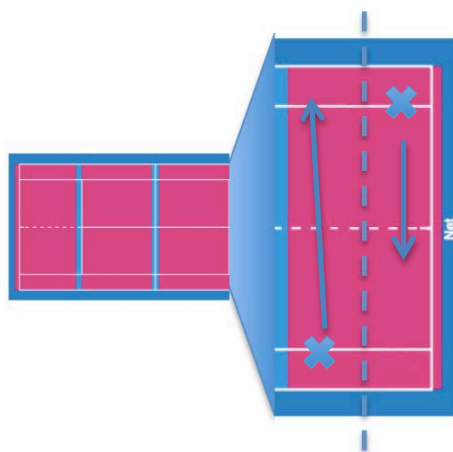
- Identify the type of shots and positions on the court you can hit the ball to attack? (Divergent Discovery style)
- How can you reposition your opponent to win the point?
- Where are the most desirable positions on the court to hit the ball? Why?
- If your opponent is forced wide on the court, where might you hit the ball? What about if your opponent is close to the net?
- How do you direct the ball?

### CHANGE IT

- Markers are positioned in the corners of the court (deuce and ad) – players score double points if they are able to hit the target
- Mr. Freeze
- Players substitute racquets for hands
- Player choice (racquets or hands; single or double bounce; trapping – Inclusion style)
- Roll and Splat

### Practice task

- Team Target tennis (place cones in corners for points). Teams attempt to rally and 'hit' the targets



## GAME 2: Deep Trouble

**Pedagogical conversation: Modification of constraints (constraining action for play with purpose)**

**Tennis designer game to teach depth**

**Equipment** Per pair 2x  2x  6x 

**Layout** Players form pairs and are positioned at opposite ends of the court

**Instruction** Players are aiming to win the point as a result of a deep ball

1. Players form pairs and are positioned at opposite ends of the court
2. Player 1 commences play with a drop hit or overarm serve (serve/rally rule)
3. The rally continues with both players aiming to hit the ball deep past the yellow markers
4. If the ball lands shorter than the yellow markers the opponent wins the point
5. Volleys are not permitted
6. Players alternate commencing the point
7. Play first to 10 points or teacher nominates time

### Pause for reflection – focus questions

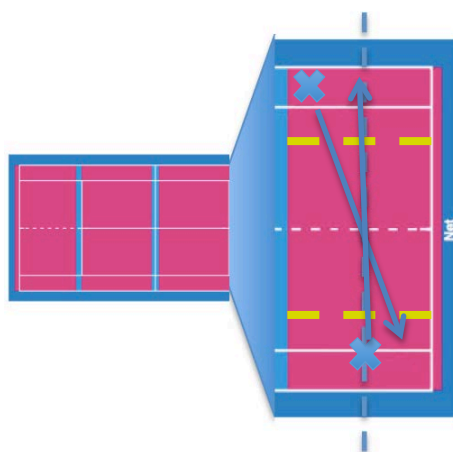
- How do you prevent your opponent from attacking?
- What are the benefits of hitting the ball deep?
- What options are presented by hitting the ball deep?
- What are your best options when defending a deep ball? Where should you return the ball?
- How can you reposition your opponent to win the point?
- How do you hit the ball deep?

### CHANGE IT

- Change the depth of the yellow markers
- Players substitute racquets for hands
- Player choice (racquets or hands; single or double bounce; trapping – Inclusion style)

### Practice task

- Roll the Dice – Teams attempt to hit a corresponding number of deep shots from the dice
- One point is scored each time a team member hits the ball deep



### GAME 3: Forehand Frenzy/Backhand Blitz

**Pedagogical conversation: Modification of constraints - constraining action**

**Equipment** Per pair 2x  2x  4x 

**Layout** Players form pairs and are positioned at opposite ends of the court

**Instruction** Players are aiming to return the ball cross-court

1. Player 1 commences the point with a drop hit or overarm serve (serve/rally rule)
2. The rally continues in a cross-court direction only
3. Players alternate commencing the point
4. Play first to 10 points or teacher nominates time

#### Pause for reflection – focus questions

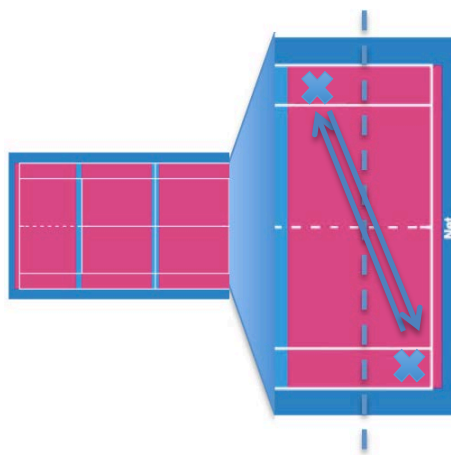
- What are the benefits of hitting the ball closer to the sidelines as opposed to the middle of the court?
- What options are presented by hitting the ball wide (deep and short angle?)
- What are your best options when defending a wide ball? Where should you return the ball?
- What are the benefits of hitting the ball cross-court?
- How do you hit the ball cross-court?

#### CHANGE IT

- Make the target area smaller (narrower)
- Place markers or zones for players to aim at
- Players substitute racquets for hands (task reduction/regression)
- Player choice (racquets or hands; single or double bounce; trapping – Inclusion style)
- Half-court-Full-court game



#### Practice task

- Roll the Dice – Teams attempt to hit a corresponding number of cross-court shots from the dice
- Teams score additional points for hitting a target in a cross-court direction



## GAME 4: Triple Treat

### Pedagogical conversation: Exaggeration

**Equipment** Per pair 1x  2x 

**Layout** Players form pairs and are positioned at opposite ends of the court

**Instruction** Players are aiming to win the point from a transition and volley

1. Player 1 commences the point with a drop hit or overarm serve (serve/rally rule)
2. The rally continues
3. Players score 'triple points' (3) if they win the point as a result of a volley
3. Players alternate commencing the point
4. Play first to 10 points or teacher nominates time

### Pause for reflection – focus questions

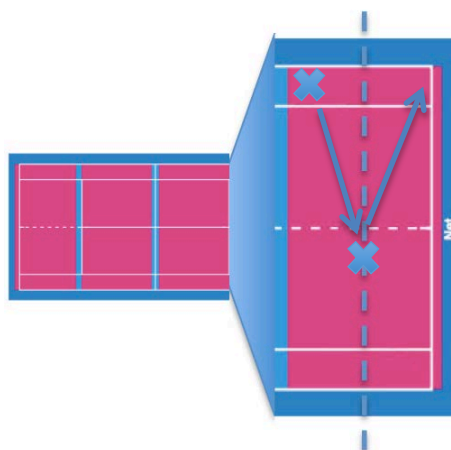
- How do you win the point from the net?
- What options are presented by hitting the ball deep?
- How do you prevent your opponent from attacking?
- What are the benefits of hitting the ball deep?
- What are your best options when defending a deep ball? Where should you return the ball?

### CHANGE IT

- The server must transition after the serve/the returner must transition after the return
- Players substitute racquets for hands
- Player choice (racquets or hands; single or double bounce; trapping – Inclusion style)


### Practice task

- The server must move forward after the serve, with players counting the number of successful groundstroke-volley combinations
- The returner must move forward after the return, with players counting the number of successful groundstroke-volley combinations



## GAME 5: Grand Slam Challenge

### *Pedagogical conversation: competition formats and scoring*

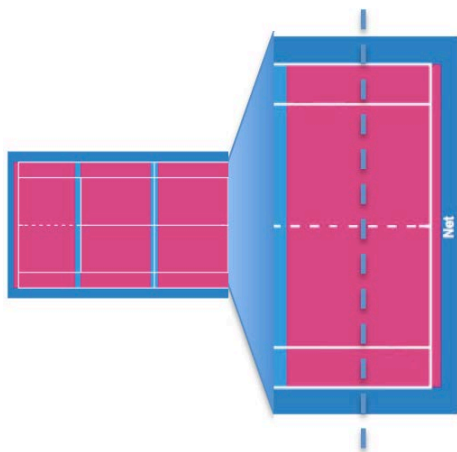
**Equipment** Per pair 1x  2x 

**Layout** Players choose an opponent and a court. The teacher identifies Championship Court 1-8 (additional courts may be required depending on player numbers)

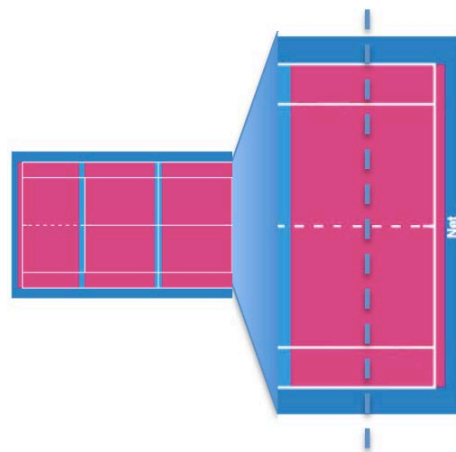
**Instruction** Players compete in a competition format

1. Player 1 commences the point with a serve (drop and hit or overarm serve – serve/rally rule)
2. Players compete, score and alternate commencing the point
3. Play first to 10 points or teacher nominates time
4. Winners move toward Championship Court 1 while Runners Up move toward Championship Court 8

Championship Court 1



Championship Court 8



Dear Participant

Many thanks for choosing to attend the Tennis for Schools Hot Shots session. We hope you enjoyed the experience and found the content relevant for your teaching and coaching context.

If you would like additional information with regard to the Tennis for Schools program, educational resources and/or partnership opportunities please do not hesitate to contact a member of the team.

We look forward to hearing from you.

Regards

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