



Level 1:

# Introduction to Adaptive Tennis

A program designed for individuals  
with cognitive impairments

USTA 

# Welcome

Welcome to one of the most exciting, meaningful and memorable adventures you'll ever have, both on and off the tennis court. Sharing tennis, the sport of a lifetime, with individuals with cognitive impairments can be a magical and rewarding experience. Taking time to learn about your players and anticipating the type of environment will set them up for success. By understanding these basic concepts, you'll be able to create a place for your players to learn, grow and achieve their potential.

Intellectual disability is a term used when a person has certain limitations in cognitive functioning and skills, including communication, social and self-care skills. These limitations can cause individuals to develop and learn more slow, or differently, than a typically-developing peer. Genetic conditions such as Down syndrome, Fragile X syndrome and Prader-Willi syndrome are common causes of intellectual disabilities.

According to the Centers for Disease Control (CDC), developmental disabilities are a group of conditions that result in physical, learning, language or behavior impairments. These are included, but not limited, to autism spectrum disorder, attention deficit hyperactivity disorder (ADHD), cerebral palsy, fragile X syndrome, language and/or speech disorders and muscular dystrophy. 1 in 6 children in the U.S. has one or more developmental disabilities or delays.

The impact of intellectual disabilities varies considerably, just as the range of abilities varies considerably amongst all people. More specifically, an intellectual disability involves problems with general mental abilities that affect functioning in two areas: Intellectual functioning such as learning, problem-solving, and judgment; and life skills, including communication and independent living. There are three categories that apply to this population:

## 1. Conceptual

**Language, reading, writing, math, reasoning, knowledge and memory.**

## 2. Social

**Empathy, social judgment, communication skills, the ability to follow rules and the ability to make and keep friendships.**

## 3. Practical

**Independence in areas such as personal care, job responsibilities, managing money, recreation and organizing school and work tasks.**

People with disabilities are individuals with families, jobs, hobbies, likes and dislikes, problems and joys. While their disability is an integral part of who they are, it alone does not define them. Treat them as individuals first and do not brand them as disability heroes or victims. Individuals with disabilities can soar and reach their fullest potential in the right environment.

The philosophy of this curriculum was developed as an introduction to tennis for the first-time player with cognitive impairments and can be used across a large range of ages from five years old to adults.

The three lesson plans include components of the Net Generation red ball practice and play plans while incorporating skill development and activities designed specifically for the player to succeed. Each lesson plan can be deployed in 6-8 weeks, allowing the players to create a strong foundation and build their understanding of each skill. Most activities contain four different levels allowing for player growth and coaches and volunteers can modify the activities to suit the needs of each individual player.

Routine is the key to success for the player. It is important to follow the prescribed timeline and work together as a group:



- **Begin each lesson with a three-minute interactive discussion about one of the five provided character development traits.**



- **Next, get the players moving with an energetic seven-minute warm-up, which includes 1-2 activities each of cardio, gross motor skills and racquet and ball drills. Details of each are provided in the index of each lesson plan.**



- **After the warm-up, introduce players to fundamental tennis strokes for 30 minutes.**



- **Conclude each lesson with 10 minutes of fun games, a team talk and a team cheer of the character development word of the day. Game descriptions are provided in the index of each lesson.**

These lesson plans will introduce the player to fundamental tennis strokes including volleys, overheads, groundstrokes and serves. Lesson 1 introduces forehand volleys and groundstrokes; Lesson 2 builds upon forehands, introduces backhands for both volleys and groundstrokes and presents overheads; Lesson 3 continues to build on the fundamentals and introduces the serve and rally skills.

Remember that each player has unique abilities and will advance at his or her own pace. The lesson plans are built to both provide challenges for athletes to grow in their skill development as well as allowing you to “Adapt It” when players need to find a different route to success.

This curriculum is an essential resource for creating a successful learning environment for players that require accommodations to flourish on and off the tennis court. “Adapt It” as you see fit and let the fun begin!

# Tips to Creating a Successful Program:

## Educate and Develop Volunteers



- Provide one (1) volunteer per three (3) players. A 1:1 player volunteer ratio is ideal but not necessary. As players advance, the ratio can be modified as needed.
- Educate volunteers about players as well as the format of the program.
- Utilize volunteers to support coaches to keep players engaged and on task.

## Create a Successful Teaching Environment



- Understand that personal space works both ways and needs to be respected by everyone. Players may want to hug a volunteer or coach. Provide an appropriate or expected alternative: perhaps a special handshake that will be meaningful rather than engaging in hugs. Always ask a player if they need assistance before providing hands-on support. Not all players are comfortable having a volunteer or coach “in their space.”
- Routine is key! Keep to the same schedule and have the same expectations. Format should always be the same but activities can vary to teach the same skill.
- Prepare players in advance before making a transition to a different activity. Share the expectations. For example: “We are going to practice five more volleys, and then we are going to work on our serves.”
- Schedule water breaks and use this time to provide instructions and expectations.

## Incorporate Visuals into Directions



- Break down directions and deliver in a simple, clear and concise manner.
- Engage in conversation with players. Ask specific questions rather than keeping them open-ended.
- Provide multiple demonstrations and incorporate visual aids when appropriate. Visuals are instrumental in learning. Examples could include, but are not limited to, picture schedules, storyboards or visual references such as “squash the bug.”
- Demonstrations should be in three steps. 1) Coach leads, 2) Volunteer and player and 3) Player.
- Visual demonstrations should be given next to the player, in front of the player or “hand over hand.” Always ask the player for permission to place hand over hand.

# Utilize Engagement Strategies to Promote Positive Behavior



- Players will have a variety of cognitive impairments ranging from extremely high IQs to perhaps a teenager who performs cognitively at a lower level. Many players can understand you and interpret your emotions; however, most players have difficulty expressing themselves. Be patient and provide players the opportunity to express themselves verbally or through tools such as picture boards or sign language.
- Provide choices to empower players and help get them re-engaged or stay on task. "Do you want to run like Superman or the Flash to the net?"
- Use "first -then" statements to help motivate or rejuvenate a player. "First, we will finish our forehands. Then, we will get to play freeze tag!"
- Have expectations for appropriate behavior and provide a positive learning opportunity when correcting poor behavior. We should not say mean words to our teammates. Encourage your teammate by telling him that he made a great shot and congratulate him with a high five.
- Praise accordingly and give a lot of positive reinforcement.

## Equipment Needed: Class 8-10 Players

Below is the equipment, tools to adapt, and visuals to execute the lesson plans.



Tennis racquet for each player (19-27 inches, based on player's size)



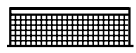
Bean Bags



Red/orange balls



Balloons



Mini nets



Foam Balls



12 poly spots



Small Playground Balls



12 cones



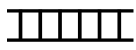
Chalk



Targets (examples: ball hoppers, laundry baskets, hula hoops or cones)



Caution/Barrier Tape



Agility ladder

## Visuals:

- Character Development Poster (on right)
- Visual Schedule (See pages 9, 15, 23)
- Universally Recognized Activity Boards for on court use (See page 42-43)





# Communication Boards

# What Are They?

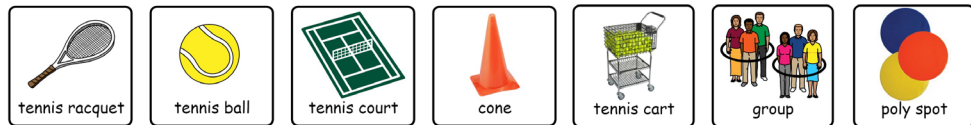
A communication board is a board with symbols or pictures that is used to facilitate communication for children and adults with limited expressive language ability. These individuals communicate using the board by pointing and gesturing or gazing at the various symbols and pictures. Communication boards may be paired with verbal communication, especially during transitions and new routines. Coaches may also point to the picture symbols to communicate with their students to lessen the verbal direction for increased auditory processing times. Communication boards are an easy tool to implement into your tennis classes and to increase functional language for a successful experience! Some participant may bring their own personal communication technology device.

## Activity Boards

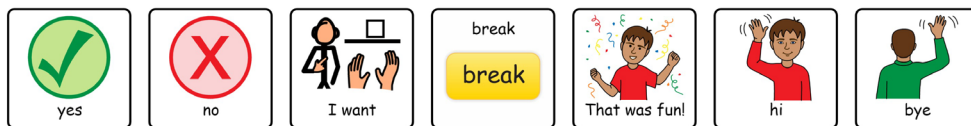
### Character Traits



### Equipment

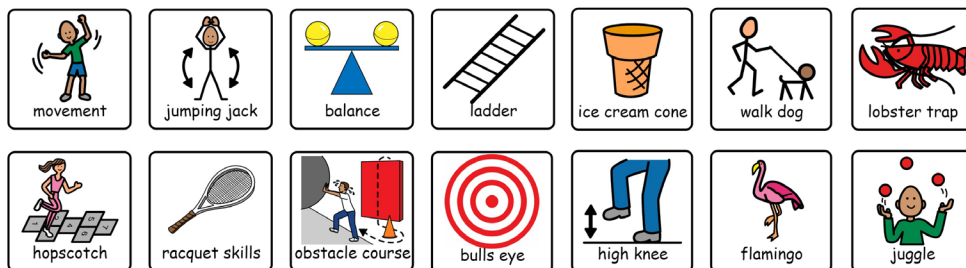


### Communication

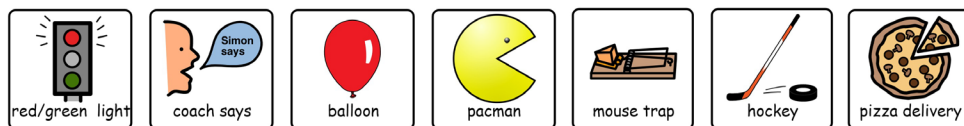


## Activity Board



### Warm Up and Ball & Racquet Skills



### Games



# Visual Schedule - Lesson 1

Let's Talk  3 min. 

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Warm Up  7 min. 

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Volleys  15 min. 

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Water Break  5 min. 

---

Groundstrokes  15 min. 



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Water Break  5 min. 

---

Game  7 min. 

---

Team Cheer  3 min. 





Let's Get Started

# Meet the Forehand

## LESSON 1:

### I. Character Development (2 minutes)

#### PLEDGE:

I will listen to my coach, be nice to my teammates, try my best and have fun!

#### WORD OF THE DAY:

Pick one and introduce a character theme (3 minutes)



#### LISTEN:

How can you show someone who is speaking that you are listening? We listen with our entire body including our eyes, ears, and mind.



#### RESPECT:

What does respect mean to you?  
Name some people you respect.



#### EFFORT:

What does effort mean to you?  
How can you show effort during class today?



#### TEAMWORK:

What does it mean to be a team player?  
Share ways that you can be a good teammate.



#### SPORTSMANSHIP:

What is sportsmanship and why is it important?  
How do you show good sportsmanship vs. bad sportsmanship?



#### RESPONSIBILITY:

What does it mean to be responsible?  
How do you demonstrate responsibility on and off the tennis court?



## II. Warm-up (7 minutes)

Choose one (1) or two (2) activities from each section.

### Cardio Exercises

Choose activities that increase heart rate and respiration while using large muscle groups repetitively and rhythmically.



**Examples:** jumping jacks, mule kicks, shuffles, high knees, line runs

### Gross Motor Skills

Activities using the large muscles while focusing on coordination and balance.



**Examples:** agility ladder, obstacle course, juggling, flamingo, hopscotch

### Racquet and Ball Drills

Drills include a tennis racquet and a tennis ball.



**Examples:** bullseye, walk the dog, pizza

Refer to the appendix for additional options and instructions.

### III. Volley Drills (15 minutes)

#### High-Five Forehand

##### Set-up:

- Give each volunteer a red ball.
- Spread players out on defined space using chalk or poly spots across the net from each of their volunteer partners.
- Place cones in the service box for targets.

##### Mission:

- Player and volunteer split-step together
- Player “high fives” volunteer hand-to-hand. Player simultaneously steps forward with the opposite foot.
- **Progression 2:** Player “high fives” ball with racquet stepping with the opposite foot, volunteer catches the ball.
- **Progression 3:** Player begins at the service line, runs to split-step, stepping with the opposite foot, “high fives” the ball to the volunteer to catch.
- **Progression 4:** Players line up on the sideline. Players shuffle across the court to each poly spot (total of 3), split-step, stepping with the opposite foot and “high fives” ball with the racquet to the volunteer.

### IV. Water break, ball pick-up and character check-up (5 minutes)

Coach praises players who are demonstrating the selected “word of the day.”

#### Coaching Tip:

Please note that we begin with volleys as they are easier to hit, easier to structure, and promote immediate confidence and ease. Students with cognitive impairments will typically show motor skill deficits. So, volleys are a great place to start, whereas in non-disabled tennis, coaches typically start with forehands and backhands.

### Adapt It:



Players may need to begin with a foam ball, beach ball or balloon. Prior to “high five”, player and volunteer can play overhand catch.



Challenge: Add targets to encourage directional control.

## V. Groundstroke Drills (15 minutes)

### Bounce, Hit Forehand

#### Set-up:

- Pair each player with a volunteer, racquet and basket of red balls.
- Spread players out on a sideline, each with a spot 15-20 feet away. Mark each spot with chalk, a poly spot or TDL.
- Place cones in the service box for targets.

#### Mission

- Starting on the service line, the player turns sideways and the volunteer drops the ball.
- Both player and volunteer say “Bounce” when the ball bounces and “Hit” for the players to swing at the ball.
- Volunteer tosses ball, remaining on same side of net with the player. Continue with “Bounce, Hit.”
- **Progression 2:** When player reaches success over the net, volunteer feeds across the net from player, continue with “Bounce, Hit”.
- **Progression 3:** Player begins at baseline, runs to a poly spot on the service line, and hits “Bounce, Hit” forehand.
- **Progression 4:** Players line up on the baseline sideline. Player shuffles across court to each poly spot (total 3) on service lines, and hits “Bounce, Hit” forehands.

**Note:** Although Net Generation Community Practice and Play Plans promote more live ball and engagement, the structure that fed ball and line drills provide is very useful for this population.

## VI. Water break, ball pick-up and character check-up (5 minutes)

Coach praises players who are demonstrating the selected “word of the day.”

## VII. GAMES: (7 minutes)

Pick 2-3 games based on the player’s attention and satisfaction.

Descriptions of games are found in the appendix.

- Caterpillar, Sandwich, Survivor, Bullseye, Walk the Dog, Tag, Red Light Green Light and Coach Says.

## VIII. WRAP UP: (3 minutes)

### TEAM TALK

#### Coach leads review of skills introduced:

- What was one new skill you enjoyed learning today? (Demonstrate)
- Share an example how “Word of Day” helps on the job.
- Review how “Word of Day” can help at home.

### PLAY AT HOME: TOSS TO THE WALL AND CATCH



- Toss the ball against the wall, let it bounce, and catch with two hands. Say “Bounce, Catch.”
- Toss the ball at different levels: low, medium and high.

### TEAM HUDDLE AND CHEER

- Players huddle together in a circle, put hands in the center, and on the count of three, cheer the “Word of the Day.”



# Visual Schedule - Lesson 2

Let's Talk  2 min. 

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Warm Up  7 min. 

---

Volleys & Overheads  20 min. 

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Water Break  3 min. 

---

Groundstrokes  15 min. 



---

Water Break  3 min. 

---

Game  7 min. 

---

Team Cheer  3 min. 



Let's Get Moving

# Meet the Backhand

## LESSON 2:

### I. Character Development (2 minutes)

#### PLEDGE:

I will listen to my coach, be nice to my teammates, try my best and HAVE FUN!

#### WORD OF THE DAY:

Pick one and introduce a character theme (3 minutes)



#### LISTEN:

How can you show someone who is speaking that you are listening? We listen with our entire body including our eyes, ears, and mind.



#### RESPECT:

What does respect mean to you?  
Name some people you respect.



#### EFFORT:

What does effort mean to you?  
How can you show effort during class today?



#### TEAMWORK:

What does it mean to be a team player?  
Share ways that you can be a good teammate.



#### SPORTSMANSHIP:

What is sportsmanship and why is it important?  
How do you show good sportsmanship vs. bad sportsmanship?



#### RESPONSIBILITY:

What does it mean to be responsible?  
How do you demonstrate responsibility on and off the tennis court?



## II. Warm-up (7 minutes)

Choose 1 to 2 activities from each section.

### Cardio Exercises

Choose activities that increase heart rate and respiration while using large muscle groups repetitively and rhythmically.



**Examples:** jumping jacks, mule kicks, shuffles, high knees, line runs

### Gross Motor Skills

Activities using the large muscles while focusing on coordination and balance.



**Examples:** agility ladder, obstacle course, juggling, flamingo, hopscotch

### Racquet and Ball Drills

Drills include a tennis racquet and a tennis ball.



**Examples:** Bullseye, Walk the Dog, Pizza

Refer to the appendix for additional options and instructions



## III. Volley Drills (15 minutes)

### Forehand Volley Warm-Up



#### Set-up:

- Give each volunteer a red ball.
- Spread players out on defined space using chalk or poly spots across the net from each of their volunteer partners.
- Place cones in service box for targets.

#### Mission:

- Player and volunteer split-step together.
- **Progression 1:** Player ‘high fives’ ball with racquet stepping with opposite foot, volunteer catches ball.
- **Progression 2:** Player begins at service line, runs to split-step, stepping with opposite foot, ‘high fives’ ball to volunteer to catch.
- **Progression 3:** Players line up on sideline. Player shuffles across court to each poly spot (total 3), split-step, stepping with opposite foot, ‘high fives’ ball with racquet to volunteer.

### High Five Backhand

#### Set-up:

- Give each volunteer a red ball.
- Spread players out on defined space using chalk or poly spots across the net from each of their volunteer partners.
- Place cones in service box for targets.

#### Mission:

- Player and volunteer split-step together
- Player ‘high fives’ volunteer hand to hand. Player simultaneously steps forward with opposite foot.
- **Progression 2:** Player ‘high fives’ ball with racquet stepping with opposite foot, volunteer catches ball.
- **Progression 3:** Player begins at service line, runs to split-step, stepping with opposite foot, ‘high fives’ ball to volunteer to catch.
- **Progression 4:** Players line up on sideline. Player shuffles across court to each poly spot (total 3), split-step, stepping with opposite foot, ‘high fives’ ball with racquet to volunteer.

## Adapt It:



Players may need to begin with a foam ball, beach ball or balloon. Prior to ‘high five’, player and volunteer can play overhand catch.



Challenge: Add targets to encourage directional control.

## Forehand/Backhand Volley

### Set-up:

- Give each volunteer a red ball.
- Spread players out on defined space using chalk or poly spots across the net from each of their volunteer partners.
- Place cones in service box for targets.

### Mission:

- **Progression 1:** Player ‘high fives’ ball, racquet stepping with opposite foot, volunteer catches ball. Alternate forehand/backhand volley x4.
- **Progression 1:** Player begins at service line, runs to split-step, stepping with opposite foot, “high fives” ball to volunteer to catch. Alternate forehand/backhand volleys x4.

## IV. Overheads: (5 minutes)

### Set-up:

- Give each volunteer a red ball.
- Spread players out on defined space using chalk or poly spots across the net from each of their volunteer partners.
- Place cones in the service box for targets.

### Mission:

- **Progression 1:** Player and volunteer play catch using overhead motion.
- **Progression 2:** Player models overhead motion with the racquet.
- **Progression 3:** Volunteer tosses ball within the participant’s arms reach.
- **Progression 4:** Participant starts at service line, runs to designated spot and hits overhead.

## V. Water break, Ball pick-up and Character Check-up (3 minutes)

Coach praises players who are demonstrating “Word of the Day”.

## VI. Groundstroke Drills: (15 minutes)

### Bounce, Hit Forehand Progression

#### Set-up

- Pair each player with a volunteer, racquet and basket of red balls.
- Spread players out on a sideline, each with a spot 15-20 feet away. Mark each spot with chalk, a poly spot or TDL.
- Place cones in service box for targets.

## Mission

- Starting on the service line, player turns sideways and volunteer drops ball.
- Both player and volunteer say “Bounce” when the ball bounces and “Hit” for the players to swing at ball.
- Volunteer tosses ball, remaining on same side of net with player. Continue with “Bounce, Hit”.
- **Progression 2:** When player reaches success over the net, volunteer feeds across the net from player, continue with “Bounce, Hit”.
- **Progression 3:** Player begins at Baseline, runs to poly spot on service line, and hits “Bounce, Hit” forehand.
- **Progression 4:** Players line up on baseline sideline. Player shuffles across court to each poly spot (total 3) on service lines, and hits “Bounce, Hit” forehands.

## Bounce, Hit Backhand

### Set-up

- Pair each player with a volunteer, racquet and basket of red balls.
- Spread players out on a sideline, each with a spot 15-20 feet away. Mark each spot with chalk, a poly spot or TDL.
- Place cones in service box for targets.

### Mission

- Starting on the service line, player turns sideways and volunteer drops ball.
- Both player and volunteer say “Bounce” when the ball bounces and “Hit” for the players to swing at ball.
- Volunteer tosses ball, remaining on same side of net with player. Continue with “Bounce, Hit”.
- **Progression 2:** When player reaches success over the net, volunteer feeds across the net from player, continue with “Bounce, Hit”.
- **Progression 3:** Player begins at Baseline, runs to poly spot on service line, and hits “Bounce, Hit” backhand.
- **Progression 4:** Players line up on baseline sideline. Player shuffles across court to each poly spot (total 3) on service lines, and hits “Bounce, Hit” backhands.

## Bounce, Hit Forehands/Backhands

- Pair each player with a volunteer, racquet and basket of red balls.
- Spread players out on a sideline, each with a spot 15-20 feet away. Mark each spot with chalk, a poly spot or TDL.
- Place cones in service box for targets.

### Mission

- Starting on the service line, player turns sideways and volunteer drops ball.
- Both player and volunteer say “Bounce” when the ball bounces and “Hit” for the players to swing at ball.
- Volunteer tosses ball, remaining on same side of net with player. Continue with “Bounce, Hit”.
- **Progression 2:** When player reaches success over the net, volunteer feeds across the net from player, continue with “Bounce, Hit”.
- **Progression 3:** Player begins at Baseline, runs to poly spot on service line, and hits “Bounce, Hit” forehand and backhand. Alternate forehands and backhands x1.
- **Progression 4:** Player begins at Baseline, runs to poly spot on service line, and hits “Bounce, Hit” forehand and backhand. Alternate forehands and backhands x2.

## VII. Water break, Ball pick-up and Character Check-up (3 minutes)

- Coach praises players who are demonstrating “Word of the Day”.

## GAMES: (7 minutes)

- Pick 2-3 games based on Players attention and satisfaction. Descriptions of games are found in appendix, Caterpillar, Sandwich, Jail, Bullseye, Walk the Dog, Tag, Red light Green light, and Coach Says.

## Wrap Up: (3 minutes)

### TEAM TALK

**Coach leads review of skills introduced:**

- What was one new skill you enjoyed learning today? (Demonstrate)
- Share an example how “Word of Day” helps on the job or at school.
- Review how “Word of Day” can help at home.

### PLAY AT HOME: TOSS TO THE WALL AND CATCH

- Toss the ball against the wall, let it bounce, and catch with two hands. Say “Bounce, Catch.”
- Toss the ball at different levels: low, medium and high. If players are able, allow them to hit the ball against a wall.

### TEAM HUDDLE AND CHEER

- Players huddle together in a circle, put hands in the center, and on the count of three, cheer the “Word of the Day.”



# Visual Schedule - Lesson 3

Let's Talk  2 min. 

Warm Up  7 min. 


Volleys & Overheads  10 min. 



Water Break  3 min. 

Serves  10 min. 

Groundstrokes  15 min. 

Water Break  3 min. 

Game  7 min. 

Team Cheer  3 min. 



Let's Get Moving

# SERVE IT UP

## LESSON 3:

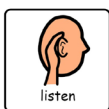
### I. Character Development (2 minutes)

#### PLEDGE:

I will listen to my coach, be nice to my teammates, try my best and HAVE FUN!

#### WORD OF THE DAY:

Pick one and introduce a character theme (3 minutes)



#### LISTEN:

How can you show someone who is speaking that you are listening? We listen with our entire body including our eyes, ears, and mind.



#### RESPECT:

What does respect mean to you?  
Name some people you respect.



#### EFFORT:

What does effort mean to you?  
How can you show effort during class today?



#### TEAMWORK:

What does it mean to be a team player?  
Share ways that you can be a good teammate.



#### SPORTSMANSHIP:

What is sportsmanship and why is it important?  
How do you show good sportsmanship vs. bad sportsmanship?



#### RESPONSIBILITY:

- What does it mean to be responsible?
- How do you demonstrate responsibility on and off the tennis court?



## II. Warm-up (7 minutes)

Choose 1 to 2 activities from each section.

### Cardio Exercises

Choose activities that increase heart rate and respiration while using large muscle groups repetitively and rhythmically.



**Examples:** jumping jacks, mule kicks, shuffles, high knees, line runs

### Gross Motor Skills

Activities using the large muscles while focusing on coordination and balance.



**Examples:** agility ladder, obstacle course, juggling, flamingo, hopscotch

### Racquet and Ball Drills

Drills include a tennis racquet and a tennis ball.



**Examples:** Bullseye, Walk the Dog, Pizza

Refer to the appendix for additional options and instructions

### III. Volleys & Overhead Drills: (10 minutes)

#### Set-up:

- Give each volunteer 3-5 red balls.
- Spread players out on defined space using chalk or poly spots across the net from each of their volunteer partners.
- Place cones in the service box for targets.

#### Mission:

- **Progression 1:** Player begins 3 steps behind the net. Player will split-step with a forehand volley and then backhand volley and hit overhead (3 ball drill).
- **Progression 2:** Player split-steps and hits alternating forehand and backhand volleys, overhead (5 ball drill).
- **Progression 3:** Player begins on the service line. Runs in to split-step and complete the 5 ball drill.
- **Progression 4:** Player begins on the service line. Runs in to split-step for alternating volleys. Player runs up to tap net and side shuffles to hit overhead.

### IV. Water break, Ball pick-up and Character Check-up (3 minutes)

Coach praises players who are demonstrating “Word of the Day”.

## Adapt It:



Players may need to begin with a foam ball, beach ball or balloon. Prior to “high five”, player and volunteer can play overhand catch.



Challenge: Add targets to encourage directional control.



## V. 4-5 Ball Groundstroke/Volley Drill: (15 minutes)

### Set-up:

- Give each volunteer 4-5 red balls.
- Spread players out on defined space using chalk or poly spots across the net from each of their volunteer partners.
- Place cones in the service box for targets.

### Mission:

- **Progression 1:** Player begins on the service line. Player hits alternating forehand and backhand groundstrokes (4 ball drill).
- **Progression 2:** Player starts on baseline. Player hits alternating forehand and backhand groundstrokes. (4 ball drill)
- **Progression 3:** Player begins on the baseline. Player hits alternating forehand and backhand groundstrokes. Player runs to the service line and hits alternating forehand and backhand groundstrokes. (4 ball drill)
- **Progression 4:** Player begins on the baseline. Player hits alternating forehand and backhand groundstrokes. Player runs to the service line and hits alternating forehand and backhand groundstrokes. Player runs toward the net to hit a volley or overhead. (5 ball drill)

## VI. Serve: (10 minutes)

### Set-up:

- Give each volunteer a red ball.
- Spread players out on defined space using chalk or poly spots across the net from each of their volunteer partners.
- Place baskets in service box for targets.

### Mission:

- **Progression 1:** Player practices tossing a ball with arm extended, ball to land on target.
- **Progression 2:** Player places a ball on racquet and practices pushing a ball over the net using the serving motion.
- **Progression 3:** Player starts at the service line. Player throws ball using overhand motion to targets in corresponding service box.
- **Progression 4:** Player hold racquet behind the head, tosses the ball, and hits the ball with the racquet.

## VII. Water break, Ball pick-up and Character Check-up (3 minutes)

- Coach praises players who are demonstrating “Word of the Day”.

## GAMES: (7 minutes)

- Pick 2-3 games based on players attention and satisfaction. Descriptions of games are found in appendix, Caterpillar, Sandwich, Jail, Bullseye, Walk the Dog, Tag, Red Light Green Light, and Coach Says.

## Wrap Up: (3 minutes)

### TEAM TALK

#### Coach leads review of skills introduced:

- What was one new skill you enjoyed learning today? (Demonstrate)
- Share an example how “Word of Day” helps at school or on the job.
- Review how “Word of Day” can help at home.

### PLAY AT HOME: TOSS TO THE WALL AND CATCH

- Toss the ball against the wall, let it bounce, and catch with two hands. Say “Bounce, Catch.”
- Toss the ball at different levels: low, medium and high. If players are able, allow them to hit the ball against a wall.

### TEAM HUDDLE AND CHEER

- Players huddle together in a circle, put hands in the center, and on the count of three, cheer the “Word of the Day.”





# Appendix

# APPENDIX A

## WARM-UP

### CARDIO EXERCISES #1

- Choose activities that increase heart rate and respiration while using large muscle groups repetitively and rhythmically.
- Examples: jumping jacks, mule kicks, shuffles, high knees, and line runs.

### GROSS MOTOR SKILLS #2

- Activities using the large muscles while focusing on coordination and balance.
- Examples: agility ladder, obstacle course, juggling, flamingo, and hopscotch.

## RACQUET & BALL SKILLS

### WALK THE DOG (Lessons 1-2)

#### Mission:

- Promote building foundation for ball tracking skills and motor control.
- Promote following single and multiple-step directions.

#### Set-Up & Execution:

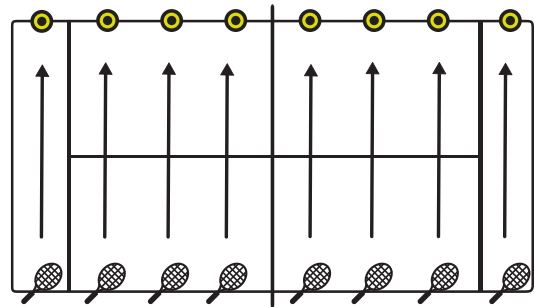
- Make sure each player has a red ball and a racquet.
- Spread players out on a sideline, each player has a target positioned 15-20 feet away. Mark each target with chalk, a poly spot or TDL.
- Starting on the sideline, roll/push the ball to the spot using the edge of the racquet.
- Stop the ball on the spot with the edge of the racquet, then roll/push it back to the sideline and stop it again.

#### Modifications:

- **Progression 2:** Use a backhand grip with a basic continental grip. Go to [USTA.com](http://USTA.com) for more information on the various types of grips.
- **Progression 3:** Zig Zag to the end spot with the edge and back by using both sides of the racquet.

#### Coaching Cues:

- To begin, ensure that players are moving the ball slowly and with short “swings/pushes” to the target.
- Have player name dog to encourage conversation with a volunteer.



## ICE CREAM CONE (Lessons 1-2)

### Mission:

- Promote footwork and ball tracking.
- Enhance hand-eye coordination skills.

### Set-Up & Execution:

- Group of 4-6 players at the net; other players waiting safely in a line.
- Players hold a cone in their dominant hand.
- A volunteer tosses ball to a player who attempts to catch the ball (ice cream) in the cone and put in (freezer). The freezer could be a ball hopper or any other thing where the players return the balls.
- Rotate players.

### Modifications:

- **Progression 1:** Increase the distance between player and volunteer.
- **Progression 2:** Increase the speed for the ball toss.

**#6 Adapt It:** Use a bean bag or foam ball. Begin off the court until success is reached.

### Coaching Cues:

- Line up 4-6 players in volley area, ready stance facing the feeder across the net.
- Encourage conversation with players by naming favorite ice cream flavors or building multiple scoops.



## LOBSTER TRAP (Lessons 2-3)

### Mission:

- Promote ball tracking and control.
- Encourage multi-step directions and gross motor planning.

### Set-Up & Execution:

- Two players paired up, standing face to face.
- One player has two racquets (claws), the other without a racquet.
- One player rolls a red ball to the other.
- The other player/partner tries to trap the ball between their claws.
- After X# of tries, players switch roles.

### Modifications:

- **Progression 1:** Start with the red ball or playground ball in a small area.
- **Progression 2:** Increase the distance between the players.
- **Progression 3:** Have the player without the racquets gently toss the ball in front of the “lobster”; give each player and their dominant hand- they trap, then toss/ gently bunt the ball to the “lobster” and rolls ball back to player.

### Coaching Cues:

- Switch the roles of lobster and tosser.

## BULLSEYE (Lessons 1-2)

### Mission:

- Promote socialization and language development.
- Foster team-building and partnership.

### Set-Up & Execution:

- Create teams of 4-10.
- Teams form a circle.
- Give each team a red ball.
- Create a Bullseye in the center with a poly spot or draw with chalk.
- Option to keep score when hitting the Bullseye. Scoring: should reflect tennis scoring 15, 30, 40, and game.

### Modifications:

- **Progression 1:** Players stand outside the playing area and take turns tapping the ball with the racquet (palm forward) toward the target.
- **Progression 2:** Start further back.
- **Progression 3:** Use forehand and backhand swing path.
- **Progression 4:** Roll to Bullseye target.

### Coaching Cues:

- Demonstrate how to roll the ball “soft” vs. “hard”.



# Appendix B

## GAMES

Included is a variety of games that can be incorporated in your lesson. Each game is recommended to be used in a specific lesson plan (1-3) based on the skill level of the players.

### COACH SAYS (Lesson 1)

#### Mission:

- Promote following directions and good listening skills.
- Encourage movement and balance.

#### Set-Up & Execution:

- Same game as Simon Says.
- All Players spread out on the court.
- Coach will call out a gross motor movement or racquet/ball activity.
- If Coach calls out activity without saying “Coach says” and Player completes activity, the Player is out.
- Last player to accurately follow “Coach Says” wins.
- Option to set up obstacle course to keep “out” players busy.

#### Modifications:

- **Progression 1:** Coach calls out Cardio and Gross motor activities from warm-up.
- **Progression 2:** Coach Incorporates racquet and ball activities.
- **Progression 3:** Coach provides multi-step directions.

## RED LIGHT/GREEN LIGHT (Lesson 1)

### Mission:

- Foster listening and following directions.
- Reinforce gross motor planning.

### Set-Up & Execution:

- Determine a start and finish line.
- All Players line up on the starting line.
- Coach calls out “green light”, players move towards the finish line.
- Coach calls out “red light”, players freeze.
- First Player to cross finish line wins!

### Modifications:

**Coaching Tip:** The use of a volunteer can be very helpful for those that need help with moving.

- **Progression 1:** Players speed walk and/or run on green light and stand still for red light.
- **Progression 2:** Incorporate split-step or ready position on red light.
- **Progression 3:** Incorporate gross motor movements for green light to include high knees, side shuffles, mule kicks, skipping, and hopping.

## BALLOON TENNIS (Lesson 1)

### Mission:

- Improve footwork and ball control.
- Introduce rally skills.

### Set-Up & Execution:

- Pair a player with a volunteer and select a safe space anywhere on the court.
- Each pair needs a balloon, foam or red ball.
- The first pair to achieve 5 balloon/ball rallies wins the game.

### Modifications:

- **Progression 1:** Start with a balloon.
- **Progression 2:** Replace balloon with foam or red ball.
- **Progression 3:** Player and volunteer will begin across the net from each other.





## MOUSE TRAP (Lessons 1-2)

### Mission:

- Reinforce the motion of groundstrokes.
- Support ball control and tracking.

### Set-Up & Execution:

- Players are in pairs, facing each other with one red ball and one racquet per pair.
- One player rolls a ball to the other, the “receiving” player stops the ball by pressing the strings down on the incoming ball (smoosh), then that player sets up sideways to deliver the ball to the partner.
- Point is given for each correctly “smooshed” ball.
- The first player to win 7 points is the winner.
- Rotate positions and play another game.

### Modifications:

- **Progression 1:** Start with the red ball in a small area (5 feet) and trap with cones.
- **Progression 2:** Increase the distance between the players.
- **Progression 3:** Replace the cones with racquets.

## PAC-MAN (Lessons 1-2)

**Coaching Tip:** The use of a volunteer can be very helpful for those that need help with moving.

### Mission:

- Develop coordination and balance skills.
- Encourage sportsmanship.

### Set-Up & Execution:

- Select 1 player as Pac-Man.
- All players participate and must only move atop the lines or along the net.
- The Pac-Man may move anywhere on the court to tag the other players.
- When another player is tagged, then that player becomes a Pac-Man.
- Continue until all players are tagged.

### Modifications:

- **Progression 1:** Start in the service line area.
- **Progression 2:** Increase the court space between the players including the baseline.

## HOCKEY (Lessons 1-3)

### Mission:

- Improve footwork and ball control.
- Introduce rally skills.

### Set-Up & Execution:

- Create a small rectangle approximately 5 feet x 6 feet with a 3 feet goal of 2 cones.
- Select 2 teams each consisting of 1 player and 1 goalie.
- Using a red ball one player pushes the ball toward “goal”, one shot at a time, game is to 7.
- The ball must remain on the ground when rolled.

### Modifications:

- **Progression 1:** Start with a small rectangle approximately 5 feet x 6 feet with a 3 ft goal.
- **Progression 2:** Increase the size of the rectangle and decrease the size of the goal.
- **Progression 3:** Form 2 teams of 3 players; 2 players and 1 goalie.

## CATERPILLAR GAME (Lessons 1-2)

### Mission:

- Foster teamwork.
- Develop racquet control.

### Set-Up & Execution:

- Provide a racquet for each player and 1 red ball for the group.
- All Players stand shoulder to shoulder on the doubles sideline starting at the net.
- The first player holds the racquet face up and the coach places a ball on the racquet.
- The first player will tilt their racquet to pass the ball to the player next to him/her.
- The first player will then run behind the players.
- The 2nd player will receive the ball on his/her racquet and pass the ball to the next player beside him/her.
- The game continues until the group completes at least 3 cycles.

### Modifications

- **Progression 1:** Players pass the red ball to the next player in line.
- **Progression 2:** Increase distance between players.
- **Progression 3:** Incorporate quicker movement within a specified time period.

## SANDWICH GAME (Lessons 1-2)

### Mission:

- Strengthen sportsmanship and team-building skills.
- Encourage social and communication skills.

### Set-Up & Execution:

- Provide a racquet for each player.
- # Red Balls Needed = # Players - 1.
- Create at least 2 teams with a minimum of 2 players per team.
- Form a close semi-circle in the doubles alley.
- One at a time, each player will place their racquet toward the center of the circle with the racquets face up.
- Player will then add a ball and “share” the part of the sandwich they are creating.
- Once players complete building the sandwich, team delivers the sandwich across the court to the doubles alley.
- First team to successfully complete their delivery wins the game.

### Modifications:

- **Progression 1:** Players walk with their partner carrying the “team” sandwich.
- **Progression 2:** Players work as a larger group.
- **Progression 3:** Increase the distance to deliver the sandwich.

## CLEAR THE RACQUET FACE (LESSONS 1-3)

### Mission:

- Improve agility and footwork.
- Enhance balance.

### Set-Up & Execution:

- Beginning two feet behind the service line, each player places racquet on the ground, racquet grip in front of the player’s feet.
- Place 4 balls on their racquet head on the ground.
- The object is to move all the balls off of their racquet heads, ONE AT A TIME, to any other racquet head until no balls are left on their racquet.
- The players declare themselves “CLEAR” as the winner.

### Modifications:

- **Progression 1:** Increase the distance between the players and racquets.
- **Progression 2:** Increase the number of balls on the racquet head.

## SURVIVOR (Lessons 1-3)

### Mission:

- Enhance groundstroke control and accuracy.
- Develop ball tracking and hand-eye coordination.

### Set-Up & Execution:

- Players form a line down the middle of the court and the first person begins at the service line.
- The coach feeds the ball to either forehand or backhand.
- If a player hits the ball into the court, they go to the end of the line. If they miss, they run to the shark infested waters on the other side of the court with the Coach.
- The player in the shark infested waters is saved and can get back into line if they catch the ball.
- Keep playing until only one player remains and the remaining players are in the shark infested waters.

### Modifications:

- **Progression 1:** Players should begin at the service line. Players in the shark infested waters may “catch” the ball after multiple (3) bounces to become free.
- **Progression 2:** Players should begin at the service line. Players in the shark infested waters may catch the ball after two bounces to become free.
- **Progression 3:** Players may be released from the shark infested waters after catching the ball on one bounce.
- **Progression 4:** Players may be released from the shark infested waters when catching the ball in the air.



## TARGET THROWING (Lessons 2-3)

### Mission:

- Build a foundation for the serve and overhead.

### Set-Up & Execution

- In the service box, set up hoppers or targets.
- On the other side of the net, set up a line of 5 balls beginning at the net and ending at the baseline.
- Each player throws the ball to the target.
- May use a scoring system, first to x#

### Modifications

- **Progression 1:** Players throw the ball cross-court.
- **Progression 2:** Players throw the ball cross-court to the target.
- **Progression 3:** Increase the distance between the players and the targets.

## CROCODILE (Lessons 2-3)

### Mission

- Develop volley.
- Promote tracking and ball control.

### Set-Up & Execution

- Players stand on designated spots at the net.
- Set up the continental/hammer grip. Go to [USTA.com](http://USTA.com) for more information on the various types of grips.
- Players attempt to successfully volley the balls fed by the coach- moving down the line.
- If a player misses (into the net/ out of the court) that player "loses" a body part designated by the coach (stand on one leg/ close an eye/ cannot speak, etc).
- If the player loses all body parts possible due to the crocodile, then that player is out.
- Hoppers "Hospitals" are placed across the net from each player, if the volleyer hits the "hospital" then the body part is healed, or the player may opt to save it.

### Modifications

- **Progression 1:** Increase the speed of the ball feeds.
- **Progression 2:** Increase the distance to the "hospitals".
- **Progression 3:** Increase the accuracy of the shots adding targets.

## MUSICAL RACQUETS (Lesson 3)

### Mission:

- Promote footwork and agility.
- Encourage teamwork and communication skills.

### Set-Up & Execution:

- X# of players form a circle, facing the center of the circle with their racquets standing on end, tip on the ground- butt end up.
- The coach provides the direction to move (left or right).
- Players move in the direction specified by the coach upon the signal of GO (ready- set- go).
- The player who drops a racquet removes that racquet and waits safely by the side of the court.
- Player-by-player elimination continues until only two remain.
- The last player “standing” wins. Coaches should get creative with what players are doing while they are out.

### Modifications:

- **Progression 1:** Increase the size of the circle.
- **Progression 2:** Increase the speed of the movement.
- **Progression 3:** Add additional instructions “move 2 to the right/left”, etc.).

## VOLLEYBALL TENNIS (Lesson 3)

### Mission:

- Encourage teamwork and communication skills.
- Develop ball control.

### Set-Up & Execution:

- Select even # of players per side across the net, safely spaced out using full-sized court
- The ball is served by one side.
- The ball must be allowed to bounce once, then that ball may be set to a teammate or hit back over the net, like in volleyball.
- Only three hits allowed on one side before the ball must be passed back over the net.
- The first team to reach eleven (and win by two points) wins .

### Modifications:

- **Progression 1:** Decrease the number of players on a side of a court (matching on both sides).

## GOAT (Lesson 3)

### Mission:

- Develop ball control.
- Improve agility and footwork.

### Set-Up & Execution:

- The players will form a line between the net and service line.
- Set up targets on the other side of the net from the players.
- The coach will select a shot for each round including crosscourt and down the line for both volleys and groundstrokes.
- The players hit in succession to the corresponding target.
- If the player fails to hit the target/zone then that player who missed gets a letter ( G....) Players keep playing until GOAT is spelled out and then they are out of the game.
- Keep playing until only one player remains.

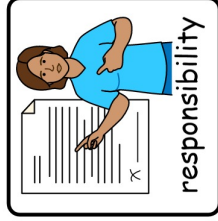
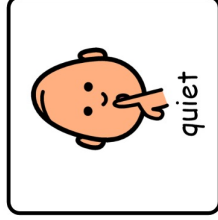
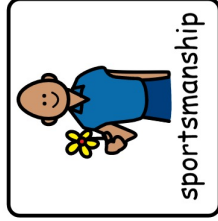
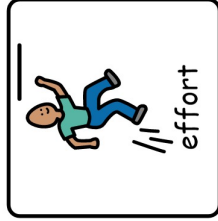
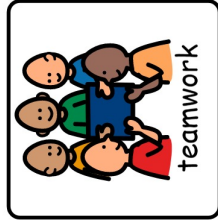
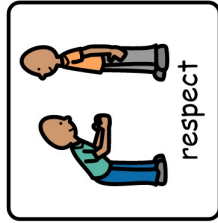
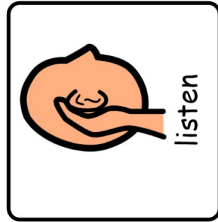
### Modifications:

- **Progression 1:** Increase the speed of the ball feeds.
- **Progression 2:** Increase the distance by moving to the baseline.
- **Progression 3:** Add movement (i.e.-running forehands, etc.).

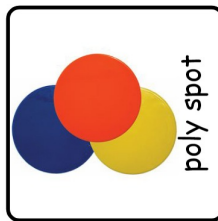
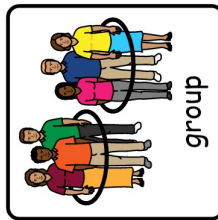
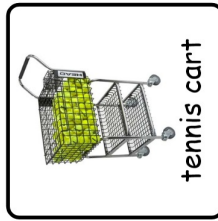
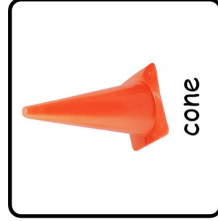
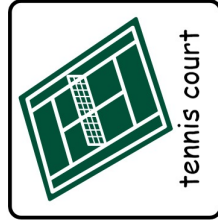
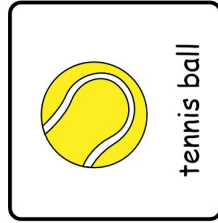
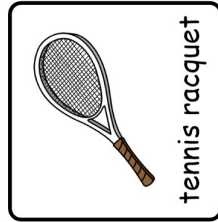


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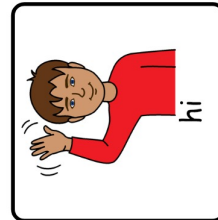
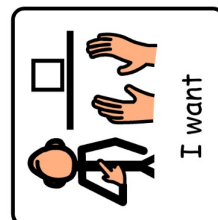
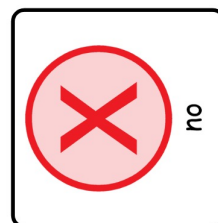
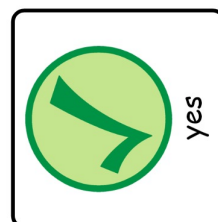
## Character Traits



## Equipment



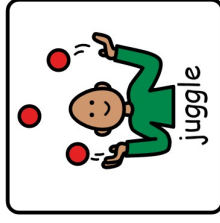
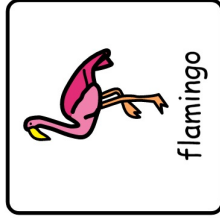
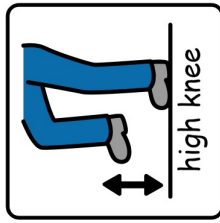
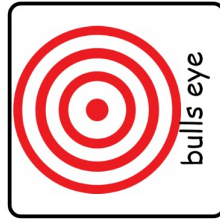
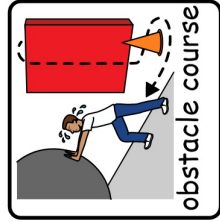
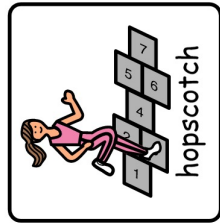
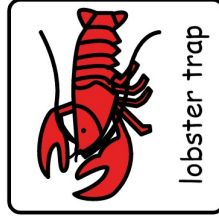
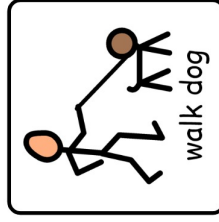
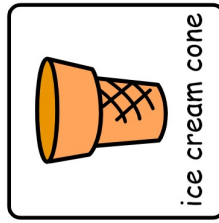
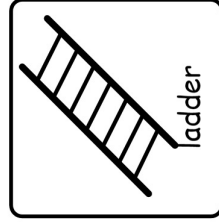
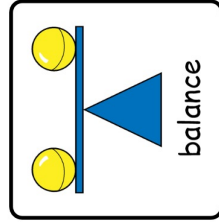
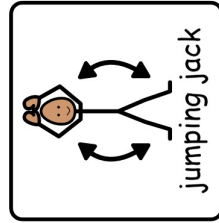
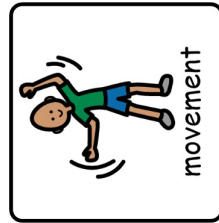
## Communication



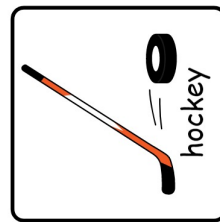
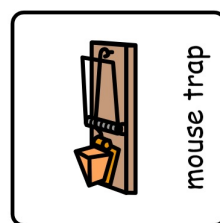
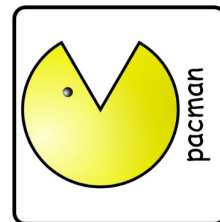
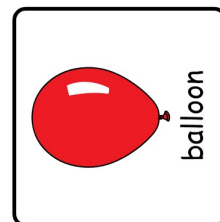
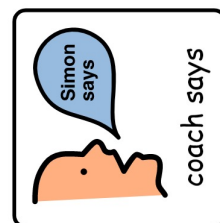
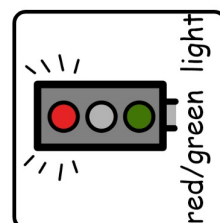


# Activity Board

## Warm Up and Ball & Racquet Skills



## Games









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