



Tennis for SGOs

PRIMARY

What's unique about Tennis

The School Games formats are flexible and can be adapted based on the time and space available for intra or inter school events. The activities chosen for the festival can be tailored to the target group, and all activities link to the lesson plans available for free at [LTA Youth Schools](#). Schools who complete a teacher training course receive a £250 voucher to spend on tennis equipment (helping to deliver the events) or 10 hours of team teaching with an LTA Accredited coach (helping to connect to community provision as well as up-skilling staff).

To access all our School Games resources, [create a free account](#).

What is the intent of your format



Develop confidence and competence within physical activity/sport skills



Provide inclusive opportunities



Create positive experiences

The range of Primary School Games formats can be adapted to the target group of young people, ensuring that they are developing confidence and competence with suitable challenge. Skills Festivals are inclusive allowing large groups to take part and can be scored on personal best, providing all young people with a positive experience. Tennis can be an individual sport enhancing independence and self-management, or as team encouraging teamwork and co-operation.

Target group benefits



All young people



Targeted groups of young people

Primary school events can be delivered for all young people or tailored for specific target groups. The festival formats allow organisers to select the activities based on the young people participating. The formats can be adapted to value-based scoring, personal best scoring, match based scoring or simply for fun with no scoring at all!

It's just not Tennis if you...

1

Don't practice coordination, agility, or reaction time.

2

Don't use honesty in your scoring.

3

Don't respect other players and your teammates.

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Tennis for SGOs

PRIMARY

How to run inter-competition: Primary Skills Festival



How to set up

- The number of stations and choice of activities should be determined by the number of participants and their ability level, as well as the time and space available.
- Example set up and rotation of the formats are provided on the activity cards. A Skills Festival format for Key Stage 1 is available [here](#).



Age group

KS2 = 7 – 11 years old



Gender

Mixed, male or female



Participant numbers

16+ increase the number of stations or young people per team based on the time and space available, and the number of participants.



Target audience

Primary Skills Festivals are designed to be fully inclusive. Scoring can be based on personal best, team scores or be values-based making the format suitable to engage new, or less engaged young people.



Benefits for YP

The Festival format gives young people the opportunity to try a range of stations linked to skills for tennis. It can be played on an individual basis aspiring to challenge themselves, or on a team basis and understanding how they contribute to it. It should always be fun!



Roles for YP

Young people can act as:

- Event Organisers
- Leaders
- Coaches
- Team Managers



Progression

- Use the lesson plans at www.lta.org.uk/schools to prepare students for taking part through knowledge and skill development.
- Festivals can be delivered as intra-school before progressing to inter-school. The Skills Festival activities help develop the skills for the competitive match formats.

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Tennis for SGOs

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How to run inter-competition: Red Ball Competition



How to set up

Team Timed Tennis Tournament:

- Each team is made up of four players — e.g. two boys and two girls
- As teams are made up of four players, each 'match' consists of four separate singles e.g.
Boy 1 v Boy 1 Singles, Boy 2 v Boy 2 Singles,
Girl 1 v Girl 1 Singles, Girl 2 v Girl 2 Singles
- Decide the time available for each separate singles match e.g. 5 minutes. This will depend on the number of courts available and the number of teams and the total time available. Play starts and stops on the Central Timer's whistle
- Each 'match' is set off to play and the final score entered onto the 'Mini Tennis Match Card' and then the 'Round Robin Box Sheet'
- The final score should consider the individual results from the four matches, i.e. 4-0, 3-1, or 2-2
- These scores then give a total points score for each team. Individual match points can also be tallied in case of a tie.

Playing a Match:

- The serve is decided by a 'toss' at the start of the match
- The nominated person serves for the first point, it then alternates every 2 points
- Players serve, overarm or underarm from behind the baseline, diagonally into the opponents' service box
- Players are allowed a second serve if they miss their first serve
- Players score a point if:
 - The opponent hits the ball and its first bounce is outside of the court
 - The opponent does not hit the ball over the net
 - The opponent does not hit the ball at all
- The service ball must bounce before it can be returned. After this the ball can be hit before it bounces or after one bounce
- Use simple numbered scoring i.e. 1, 2, 3, 4 etc
- The player with the most points when the whistle goes, wins! If it's a draw, play one-point sudden death.



Age group

Lower KS2 = 7 – 9 years old



Gender

Mixed, male or female



Participant numbers

8+



Target audience

Red Ball tennis is accessible for all. It is particularly appropriate for less engaged young people and those with SEND.



Benefits for YP

After every point in tennis there is a 'winner' and a 'loser' which helps young people develop self-control and manage their emotions. There is the opportunity to reflect and analyse what went well and even better if ahead of the next point. Tennis is a self-officiating sport; it teaches fairness and respect.



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Additional support

LTA Youth Schools has been designed specifically for schools to support the curriculum and wider school outcomes. The programme brings together inclusive PE lesson plans, character development materials, cross-curricular resources plus much more! Online and face-to-face teacher training is available for schools and there is a £250 voucher available for all schools upon completion (limited to one per school). SGOs and schools can access the programme for free [here](#).

To support you adapt your practice there are disability specific resources available on the LTA Youth Schools website [here](#). Further support is available through The [SEND Inclusion Toolkit](#) co-created by YST and the National Disability Sports Organisations (NDSOs) who are the leading experts within inclusive sport. [The toolkit](#) provides you with an introduction to each Special Educational Need and Disability, key top tips for creating an inclusive environment and signposting to further training and development opportunities within each National Disability Sport Organisation. It should help you adapt any practice in addition to our suggestions to make it inclusive for all.

Annually we aim to provide SGOs with grant funding to support their delivery of tennis within the School Games (this is subject to budget each year). Grant funding applications are communicated directly to SGOs via the LTA Area Team.

NGB regional contacts

The LTA Area Teams can support SGOs to connect with a local tennis venue and / or coach to deliver events and provide exit routes for participants into community play. If you are unsure who your Area Contact is, please get in touch via the [Enquiry Page](#).

Personal development

Secondary school leaders can be trained to support the delivery of Primary school events. The Tennis Leaders Award is a fun and exciting youth leadership programme for Secondary School students of all abilities. Courses can be delivered by an active Secondary School PE teacher, School Games Organiser or LTA Accredited Level 3+ Coach, with all resources provided to schools for free.

The programme is accredited by the Leadership Skills Foundation, who have worked with the LTA to ensure the core leadership skills of communication, self-belief, teamwork, self-management and problem solving are embedded throughout the course. The core module is compulsory and there are a suite of elective modules including Helping at a Competition and Helping at Your School. Find out more and order resources [here](#).

Where to participate next?

There are thousands of tennis courts across the country. Young people can get involved by playing on a court with their friends and family, attending coaching sessions or joining a free park tennis session. Further information can be found [here](#).

Find your local tennis venue [here](#) and find your local coach [here](#).

Where to compete next?

Our Primary school events are designed to be progressive for young people starting with skills festival activities at each stage and developing through to competitive match formats. There is information available for young people looking to play and compete outside of school at [Support Your Children In Tennis - LTA](#).





Why Tennis for your school?

Tennis is fun and offers numerous physical, mental and social benefits. It's great for cardiovascular health and enhances co-ordination, agility and reaction time. Modified versions of the game (Red, Orange, and Green) make it accessible and achievable for all ages and abilities. Tennis involves strategic thinking and quick decision-making when planning where to hit the ball. After every point there is a 'winner' and a 'loser', and the opportunity to reflect about what went well and what could be done differently in the next point. Boys and girls can play together so it is ideal for mixed events and encourages teamwork and communication.

To access all our School Games resources, [create a free account](#).

How to use activities in curriculum time

LTA Youth Schools has been written by teachers for teachers, designed specifically for schools to support the curriculum and wider school outcomes. The programme brings together inclusive PE lesson plans, personal development and cross-curricular resources as well as online teacher training. Access for free at www.lta.org.uk/schools. Register and complete teacher training to receive a £250 voucher for your school to spend on tennis equipment or team teaching with an LTA Accredited coach (limited to one per school).

Additional support

Schools can also access support in establishing school club links and opening their facilities to the community. There are also discounts on tickets to take organised school trips to professional tennis events such as The Wimbledon Championships. Further information can be found [here](#).

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Personal development

There is a dedicated set of assembly and classroom challenges which help pupils develop essential attributes and skills for personal development, while introducing them to the game of tennis and inspiring the next generation of players and spectators.

Within the 18 Primary lesson plans each plan contains a learning objective focused on character skill development. All the resources can be accessed [here](#).

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Upon completion of a free Teacher Training course, teachers receive a pack of certificates with information for parent / carers on how to get involved in tennis outside of school. Access free online and face-to-face Teacher Training [here](#).

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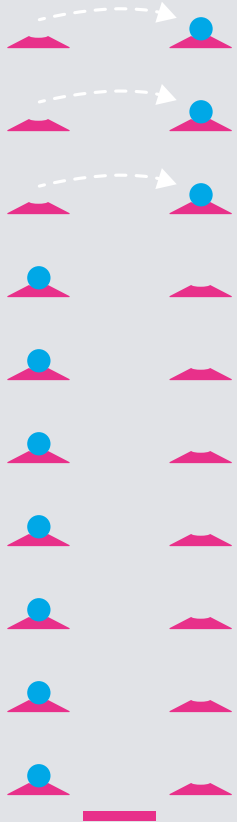


Skills Festival – layout example – (years 3 & 4)

PRIMARY

1 Switch It

10 Sponge balls
20 Cones
1 Throw down line



2 Weave

1 Sponge balls
1 Tennis racket
4 Cones



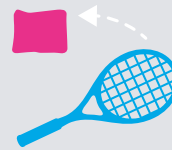
3 Beat the Wall

6 Numbers on a wall
1 Throw down line



4 Flip it

1 Bean bag
1 Tennis racket



5 Across the Valley

1 Bean bag
2 Tennis rackets
1 Hoop



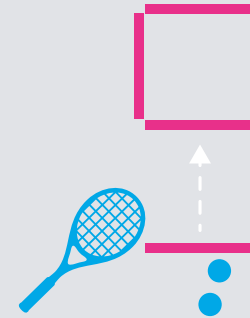
6 Trap it

1 Sponge ball
2 Cones



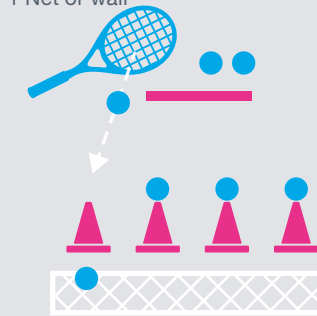
7 Target Zone

2 Sponge balls
1 Tennis racket
5 Throw down lines



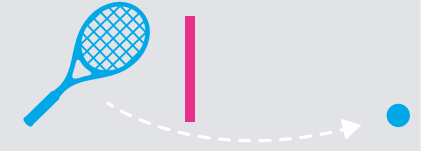
8 Coconut Shy

7 Sponge balls
4 Upright cones
1 Throw down line
1 Net or wall



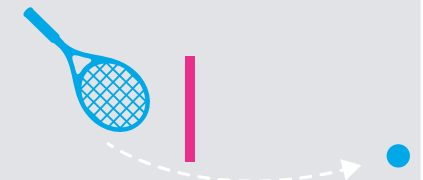
9 Fast Forehands

1 Sponge ball
1 Tennis racket
2 Throw down lines



10 Backhand Warriors

1 Sponge ball
1 Tennis racket
2 Throw down lines



1 2 3 4 5 6

Equipment required

- Tennis rackets
- Sponge balls
- Cones
- Uprights cones
- Throw down spots

- Throw down line
- Wall numbers
- Bean bags
- Hoops
- Nets

Space required

- Tarmac space or a sports hall
- The number of activity stations can be increased or decreased depending on the space available.

Estimated set-up time

- 15 minutes.

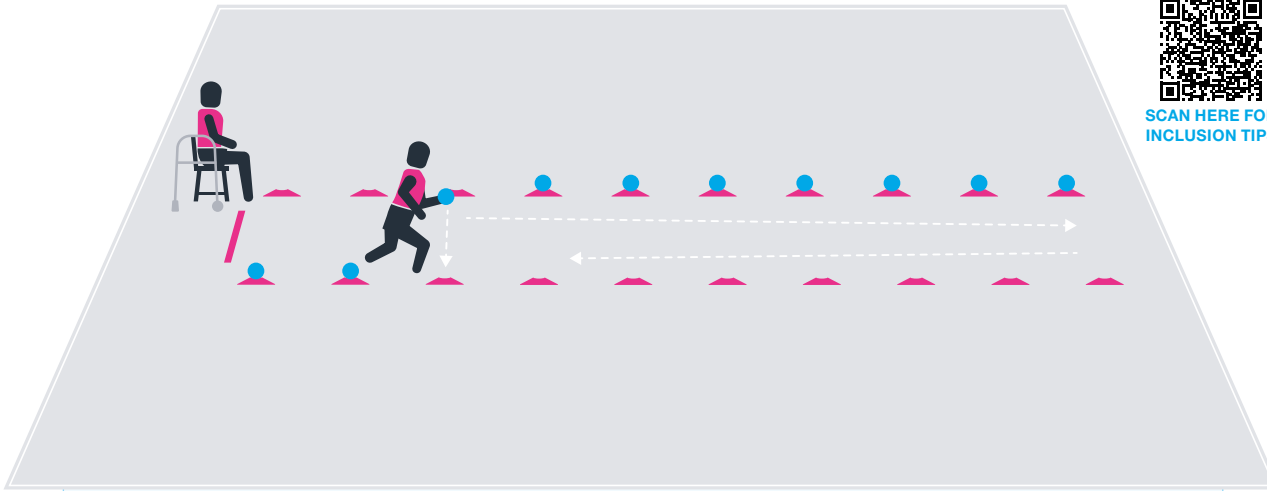
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Switch it – (years 3 & 4)

PRIMARY



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How to play

- Place 10 cones in a straight line with 1 metre between each cone – place a ball on top of each cone.
- Place another 10 cones in a line 2 metre from the first line of cones
- Pupil 1 starts feet either side of a line which is the middle of the first cones from both lines
- On “GO” pupil 1 moves and collects 1 ball, moves and places the ball onto the empty cone on the other side of the line
- Pupil 1 progresses up the line moving 1 ball at a time to an empty cone
- When they get to the end of the line they turn around and repeat the opposite way
- Pupil 2 counts how many balls can be moved in 1 minute.

Scoring

- How many balls can you move from one side of the line to the other side in 1 minute?

Safety

- Ensure adequate space between and around the stations.

Equipment required

- 10 sponge balls
- 1 throw down line
- 1 cone
- Score sheets – [downloadable here](#)

Space required

- Tarmac space or a sports hall
- The number of activity stations can be increased or decreased depending on the space available.

Estimated set-up time

- 2 minutes.

Difficulty level



How to make it easier

- Move the cones closer together
- Use fewer cones in the line

How to make it harder

- Move the cones further apart
- Pick the ball up and place it down with the non-dominant hand
- Move only using side stepping action

Spirit of the Games



- How do you encourage yourself to keep trying when you find something hard?
- How do you encourage your partner to keep trying when they find something hard?

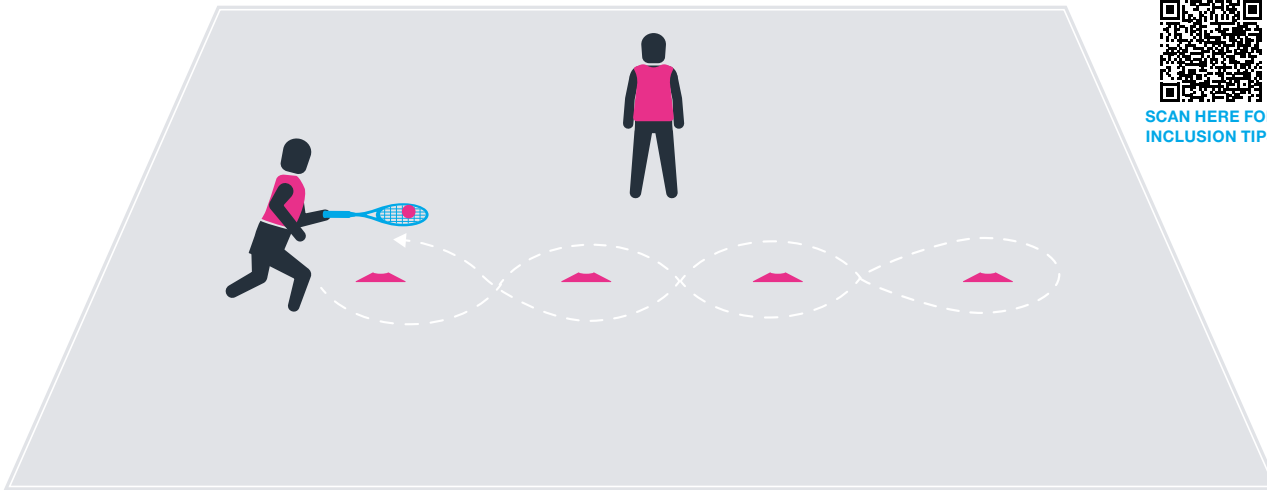


- How did you feel before you started the activity?
- How do you feel after you completed the activity?



Weave – (years 3 & 4)

PRIMARY



SCAN HERE FOR
INCLUSION TIPS

How to play

- Place 4 cones 1 metre apart in a row
- Pupil 1 starts at the first cone, holding the racket with a ball balanced on top
- Pupil 1 weaves in and out of the cones and back to the start keeping the ball balanced on the racket
- If the ball falls off, they put it back on the racket strings and continue from where it fell off
- Pupil 2 counts how many cones pupil 1 weaves passed.

Scoring

- How many cones can you pass in the weave in 1 minute?

Safety

- Ensure adequate space between and around the stations.

Equipment required

- 1 sponge ball
- 4 cones
- Tennis racket
- Score sheets – [downloadable here](#)

Space required

- Tarmac space or a sports hall
- The number of activity stations can be increased or decreased depending on the space available.

Estimated set-up time

- 2 minutes.

Difficulty level



How to make it easier

- Use a bean bag instead of a ball
- Have less cones in the weave
- Travel in a straight line to the end cone and back

How to make it harder

- Move quicker
- Balance 2 balls on the racket
- Add more cones to the weave

Spirit of the Games



- How can you encourage others to be honest when taking part?
- What should you do if you accidentally do something wrong in the activity?



- How can you encourage your partner?
- Tell your partner what they did well in the activity.

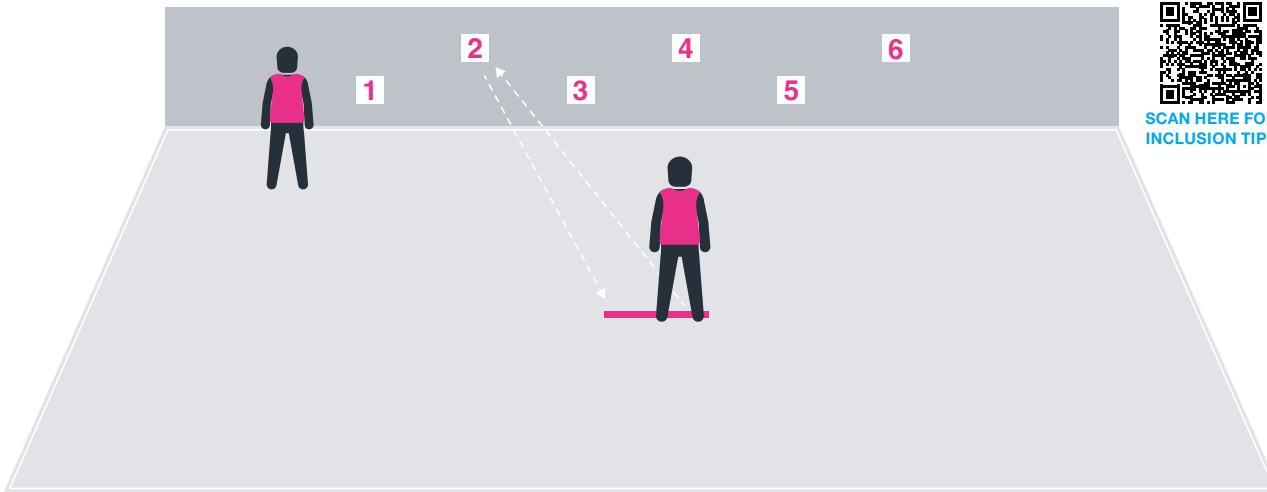
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The Wall – (years 3 & 4)

PRIMARY



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How to play

- Station to be done by a wall
- Place the 6 number cards on the wall with 1 metre between them
- Place a line 1 metre in front of the wall
- Pupil 1 starts on the line with their back to the wall
- Pupil 2 calls out a number, pupil 1 turns, runs and touches the number with their hand and returns to the line
- As soon as pupil 1 is back on the line pupil 2 calls the next number
- Pupil 1 can use either hand to touch the number
- Pupil 1 keeps their own score.

This activity can also be done with the number cards placed on the floor if there is not a wall available.

Scoring

- How many numbers can you touch in 1 minute?

Safety

- Ensure adequate space between and around the stations.

Equipment required

- Tape to secure numbers to the wall
- 1 throw down line
- 1 2 6 numbers on card or laminated paper (shapes or colours could also be used)
- Score sheets – [downloadable here](#)

Space required

- Tarmac space or a sports hall
- The number of activity stations can be increased or decreased depending on the space available.

Estimated set-up time

- 2 minutes.

Difficulty level



How to make it easier

- Use fewer numbers
- Start closer to the wall
- Start facing the wall

How to make it harder

- Place the number cards further apart on the wall
- Numbers placed on the right side must be touched using the right hand, and numbers on the left side must be touched using the left hand
- Starting position is sat down facing partner
- Have both numbers and shapes on the cards

Spirit of the Games



- How can your passion help you stay focused on the activity?
- How can you celebrate your partner's successes?



- How did you support the other player on the activity?
- How did you work together on the activity?

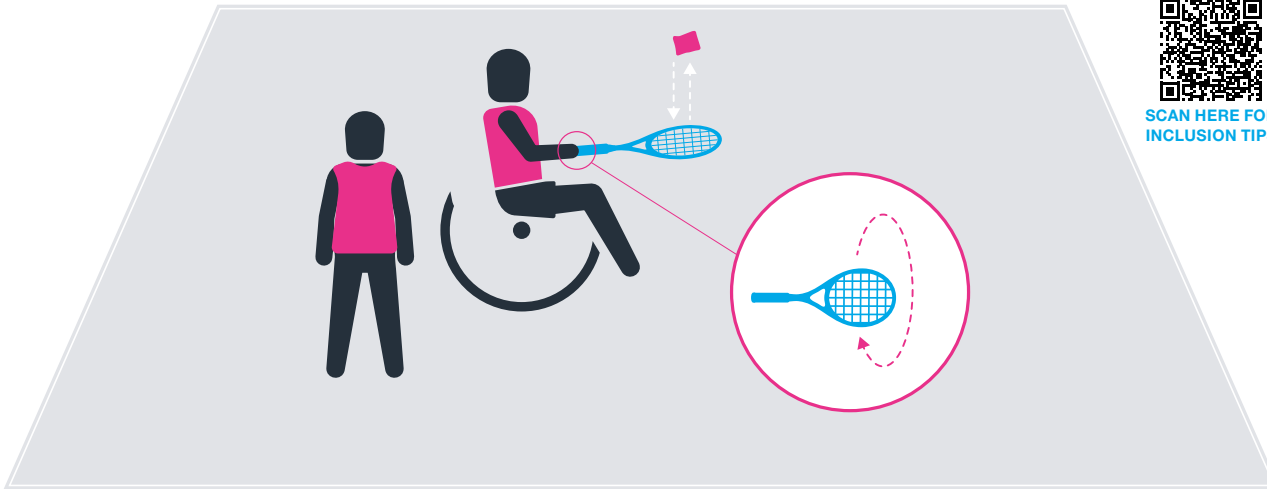
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Flip It – (years 3 & 4)

PRIMARY



SCAN HERE FOR
INCLUSION TIPS

How to play

- Pupil 1 starts with a bean bag balanced on the racket strings, with their palm facing up
- Pupil 1 flips the bean bag in the air and rotates their wrist so that the palm of their hand faces down, and catches the bean bag on the strings
- Pupil 1 flips the bean bag again and rotates their wrist back so that their palm is facing up
- Pupil 2 counts how many times pupil 1 can successfully flip and catch the bean bag on the strings.

Scoring

- How many times can you flip and catch the bean bag in 1 minute?

Safety

- Ensure adequate space between and around the stations.

Equipment required



1 bean bag



Tennis racket



Score sheets – [downloadable here](#)

Space required

- Tarmac space or a sports hall
- The number of activity stations can be increased or decreased depending on the space available.

Estimated set-up time

- 2 minutes.

Difficulty level



How to make it easier

- Flip the bean bag and catch it on the racket strings without rotating the wrist
- Hold the racket with 2 hands on the grip
- Use a lighter bean bag or fluff ball

How to make it harder

- Use a sponge ball instead of a bean bag
- Place the non-dominant hand behind their back

Spirit of the Games



- What does it mean to be kind to your partner?
- How do you show respect to leaders running the activity?



- How do you cheer yourself up when you make a mistake?
- Why is it important to keep practicing, even if you're already good at something?

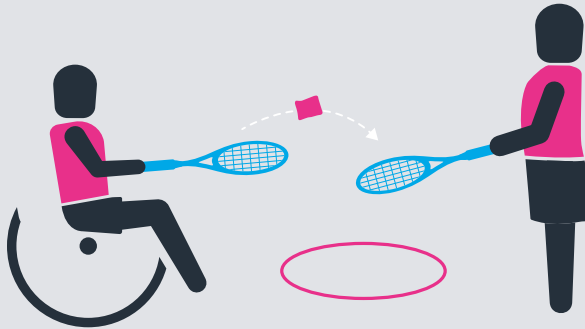
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SCHOOL GAMES



Across the Valley – (years 3 & 4)

PRIMARY



SCAN HERE FOR
INCLUSION TIPS

How to play

- Working in pairs, with a racket each
- Pupils start facing each other 1 metre apart with a hoop in between them
- Pupil 2 starts with a bean bag balanced on their strings and tosses it to pupil 1 to catch on their racket strings
- Pupil 1 tosses the bean bag for pupil 2 to catch on their racket strings
- Pupil 2 counts how many successful catches pupil makes

Scoring





- How many catches can you complete in 1 minute?

Pupil 1 scores the number of catches using their racket for the first minute and then switch roles for the second minute.

Safety

- Ensure adequate space between and around the stations.

Equipment required

-  1 bean bag
-  1x hoop (or 4x throw down lines)
-  2 tennis rackets
-  Score sheets – [downloadable here](#)

Space required

- Tarmac space or a sports hall
- The number of activity stations can be increased or decreased depending on the space available.

Estimated set-up time

- 2 minutes.

Difficulty level



How to make it easier

- Pupil 2 throws the bean bag for pupil 1 to catch with the racket strings
- Pupil 1 catches the bean bag on the racket strings then throws it back to pupil 2

How to make it harder

- Place the non-dominant hand behind their back
- Use 2 bean bags at the same time

Spirit of the Games



- What can you say to yourself if you start to feel nervous before an activity?
- How can you help your partners believe in themselves?

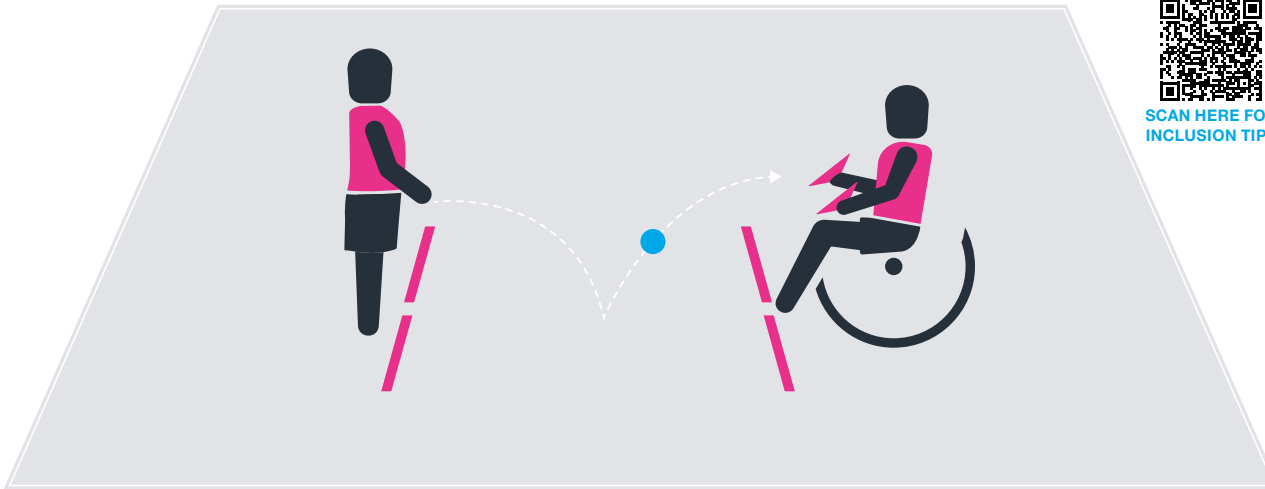


- Why is teamwork important?
- How did you work together on the activity?



Trap It – (years 3 & 4)

PRIMARY



SCAN HERE FOR
INCLUSION TIPS

How to play

- Working in pairs, pupils start facing each other 2 metres apart
- Pupil 2 starts with a ball and pupil 1 starts with 2 cones (1 in each hand)
- Pupil 2 throws the ball underarm to pupil 1 who lets the ball bounce and catches (traps) the ball between the 2 cones.
- Pupil 1 passes the ball back to pupil 2
- Pupil 2 counts how many times pupil 1 catches the ball between the cones.

Scoring

- How many catches can you make in 1 minute?

Safety

- Ensure adequate space between and around the stations.

Equipment required

- 1 sponge ball
- 2 cones
- Score sheets – [downloadable here](#)

Space required

- Tarmac space or a sports hall
- The number of activity stations can be increased or decreased depending on the space available.

Estimated set-up time

- 2 minutes.

Difficulty level



How to make it easier

- The ball can bounce more than once
- Pupils move closer to each other

How to make it harder

- Catch the ball before it bounces
- Pupils move further apart

Spirit of the Games



- How did you challenge yourself on this activity?
- What would you do differently next time?



- Why is it fun to practice and get better?
- What positive things can you say to your partner before and during the activity?

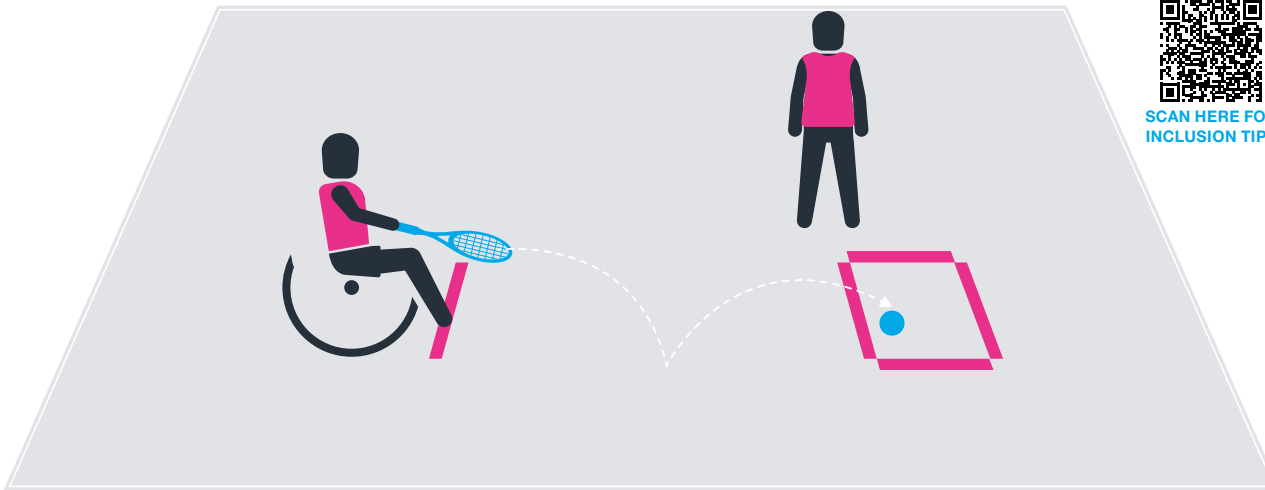
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SCHOOL GAMES



Target Zone – (years 3 & 4)

PRIMARY



SCAN HERE FOR
INCLUSION TIPS

How to play

- Place 4 lines to make a 1x1 metre square
- Place a starting line 2 metres away from the square
- Pupil 1 starts behind the line facing the square with the racket and balls
- Pupil 1 taps the ball using an underarm serve action aiming to bounce the ball inside the target
- Pupil 2 collects the balls and passes them back to pupil 1
- Pupil 2 counts how many times the ball lands in the square.

Scoring

- How many serves can you land in the target in 1 minute?
You only score if the ball lands in the square on the first bounce.

Safety

- Ensure adequate space between and around the stations.

Equipment required

- 2 sponge balls
- 5 throw down lines
- Tennis racket
- Score sheets – [downloadable here](#)

Space required

- Tarmac space or a sports hall
- The number of activity stations can be increased or decreased depending on the space available.

Estimated set-up time

- 2 minutes.

Difficulty level



How to make it easier

- Move closer to the square
- Use an underarm throw rather than an underarm serve

How to make it harder

- Move further away from the square
- Make the square smaller

Spirit of the Games



- How do you feel when you keep practicing something hard and then you manage to do it?
- How do you encourage your partner to keep trying when they find something hard?



- How does being honest make the activity more fun for everyone?
- How can you encourage others to be honest when taking part?

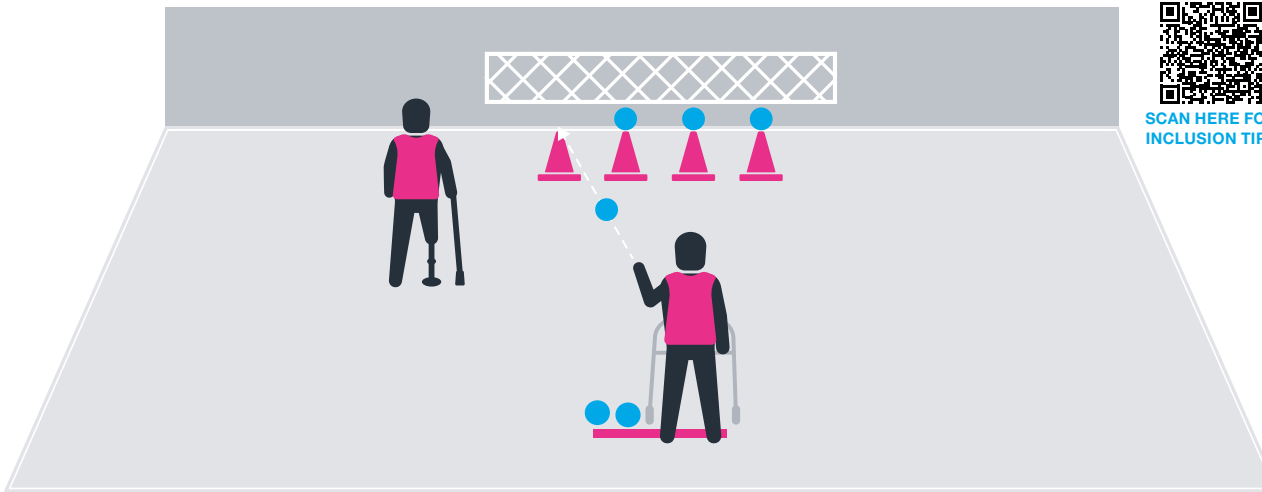
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Coconut Shy – (years 3 & 4)

PRIMARY



SCAN HERE FOR
INCLUSION TIPS

How to play

- Place 4 upright cones with balls balanced on top, in front of a net
- Place a line 3 metres away from the upright cones
- Pupil 1 starts on the line with 3 balls
- Pupil 1 throws the ball overarm aiming to knock the balls off the upright cones
- Pupil 2 collects the ball and passes it back to pupil 1 and replaces the balls on top of the upright cones if knocked off
- Pupil 2 counts how many balls are knocked off the upright cones.

Scoring

- How many balls can you knock off in 1 minute?

Safety

- Ensure adequate space between and around the stations.

Equipment required

- 7 sponge balls
- 1 throw down line
- 4 uprights cones
- 1 net (or wall)
- Score sheets – [downloadable here](#)

Space required

- Tarmac space or a sports hall
- The number of activity stations can be increased or decreased depending on the space available.

Estimated set-up time

- 2 minutes.

Difficulty level



How to make it easier

- Use a bigger ball
- Use bigger targets
- Move closer to the upright cones

How to make it harder

- Place the second and fourth cones on top of a chair to alter the heights of the targets
- Move the upright cones further apart
- Move further away from the upright cones

Spirit of the Games



- How do you feel when you try something new?
- How does self-belief help you to keep trying even when something is difficult?



- How can you encourage your partner?
- What did your partner do well in the activity?

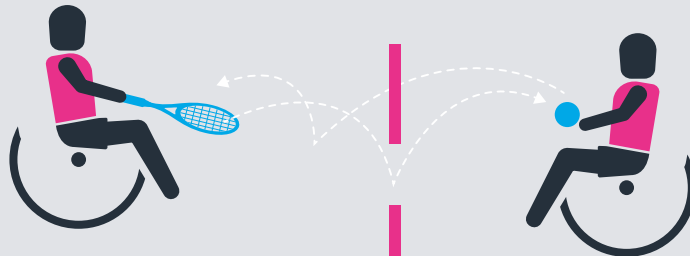


Fast Forehands – (years 3 & 4)

PRIMARY



SCAN HERE FOR
INCLUSION TIPS



How to play

- Place 2 lines on the floor to create a net
- Pupils work in pairs and start facing each other either side of the lines (approximately 1.5 metres away from the line)
- Pupil 1 starts with the racket
- Pupil 2 starts with the ball
- Pupil 2 underarm throws the ball over the lines to pupil 1. Pupil 1 lets the ball bounce then hits a forehand back over the lines, aiming for it to bounce in front of pupil 2, who then catches it
- Pupil 2 counts how many forehands pupil 1 can hit over the lines.

Scoring

- How many forehands can you hit over the lines in 1 minute?

Safety

- Ensure adequate space between and around the stations.

Equipment required

- 1 sponge ball
- 2 throw down lines
- Tennis racket
- Score sheets – [downloadable here](#)

Space required

- Tarmac space or a sports hall
- The number of activity stations can be increased or decreased depending on the space available.

Estimated set-up time

- 2 minutes.

Difficulty level



How to make it easier

- The ball can bounce more than once before hitting it
- Use a bigger, lightweight ball
- Hit a ball with the palm of the dominant hand instead of a racket

How to make it harder

- Make a target zone on the floor in front of pupil 2 which pupil 1 aims to hit the forehands into
- Pupils stand further apart
- Use a net or barrier tape to hit over
- Pupil 2 uses a racket to feed the ball

Spirit of the Games



- How do you feel when you try something new?
- How does self-belief help you to keep trying even when something is difficult?



- How did you work together on the activity?
- How can you encourage your partner?

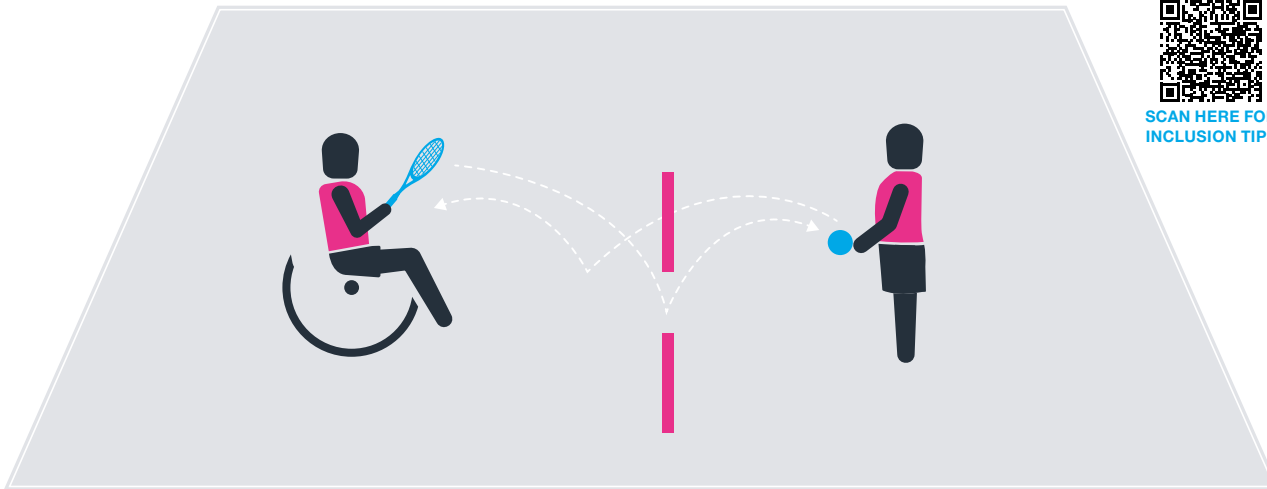
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Backhand Warriors – (years 3 & 4)

PRIMARY



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INCLUSION TIPS

How to play

- Place 2 lines on the floor to create a net
- Pupils work in pairs and start facing each other either side of the lines (approximately 1.5 metres away from the line)
- Pupil 1 starts with the racket
- Pupil 2 starts with the ball
- Pupil 2 underarm throws the ball over the lines to pupil 1. Pupil 1 lets the ball bounce then hits a backhand back over the lines, aiming for it to bounce in front of pupil 2, who then catches it
- Pupil 2 counts how many forehands pupil 1 can hit over the lines.

Scoring

- How many backhands can you hit over the lines in 1 minute?

Safety

- Ensure adequate space between and around the stations.

Equipment required

- 1 sponge ball
- 2 throw down lines
- Tennis racket
- Score sheets – [downloadable here](#)

Space required

- Tarmac space or a sports hall
- The number of activity stations can be increased or decreased depending on the space available.

Estimated set-up time

- 2 minutes.

Difficulty level



How to make it easier

- The ball can bounce more than once before hitting it
- Use a bigger, lightweight ball
- Hit a ball with the palm of the dominant hand instead of a racket

How to make it harder

- Make a target zone on the floor in front of pupil 2 which pupil 1 aims to hit the backhands into
- Pupils stand further apart
- Use a net or barrier tape to hit over
- Pupil 2 uses a racket to feed the ball

Spirit of the Games



- How do you encourage yourself to keep trying when you find something hard?
- How do you feel when you keep practicing something hard and then you manage to do it?



- Tell your partner what they did well in the activity.
- Why is it fun to practice and get better?

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Skills Festival – layout example – (years 5 & 6)

PRIMARY

1 Split it

- 1 Sponge ball
- 2 Tennis rackets
- 1 Net



2 Double Trouble

- 2 Sponge balls
- 2 Tennis rackets
- 2 Cones



3 Stack and Catch

- 1 Sponge ball
- 2 Upright cones



4 Flipper

- 1 Sponge ball
- 1 Tennis racket



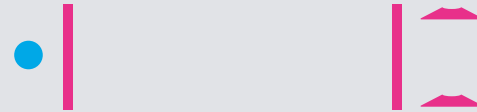
5 Rebound Wall

- 1 Sponge ball
- 1 Tennis racket
- 2 Throw down lines



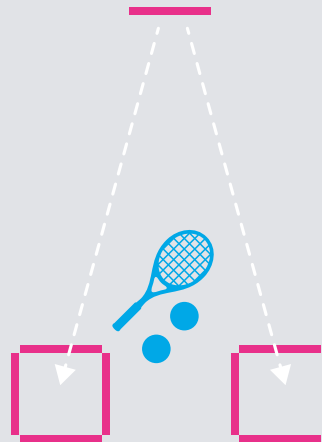
6 Baseball Catcher

- 1 Sponge ball
- 2 Cones
- 2 Throw down lines



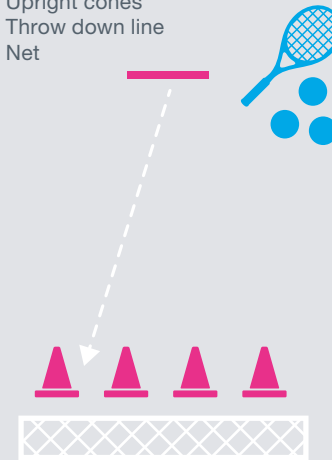
7 Tick Tock

- 2 Sponge balls
- 1 Tennis rackets
- 9 Throw down lines



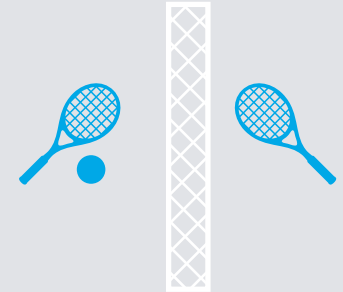
8 Aiming Zone

- 3 Sponge balls
- 1 Tennis racket
- 4 Upright cones
- 1 Throw down line
- 1 Net



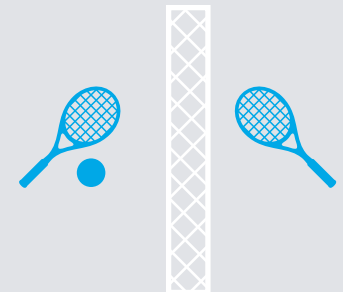
9 Rapid Rallies

- 1 Sponge ball
- 2 Tennis rackets
- 1 Net



10 Backhand Attack

- 1 Sponge ball
- 2 Tennis rackets
- 1 Net



Equipment required

- Tennis rackets
- Sponge balls
- Cones
- Uprights cones

- Throw down spots
- Throw down line
- Nets

Space required

- Tarmac space or a sports hall
- The number of activity stations can be increased or decreased depending on the space available.

Estimated set-up time

- 15 minutes.

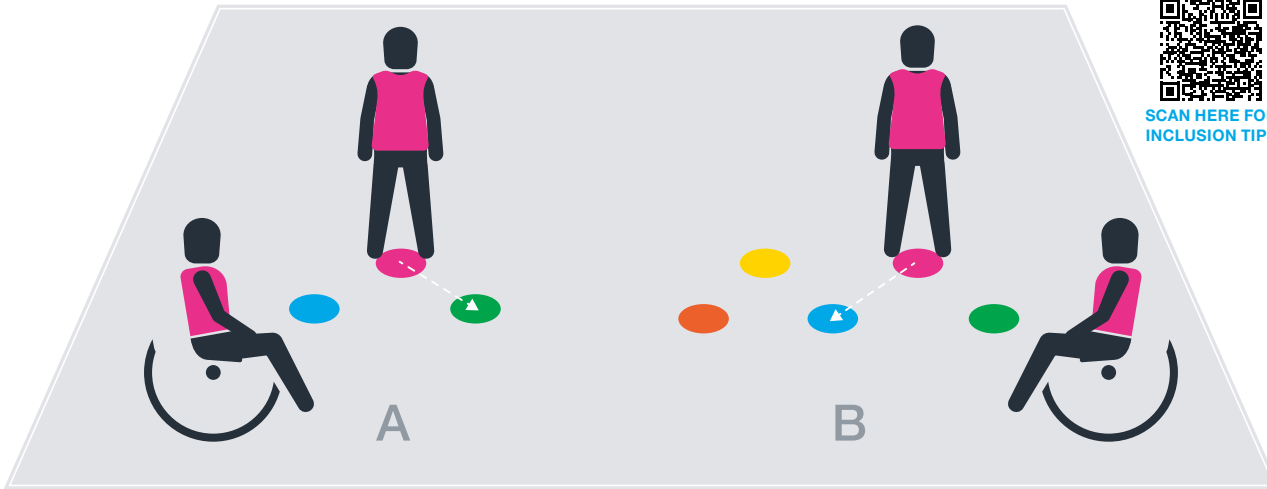
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Split It – (years 5 & 6)

PRIMARY



SCAN HERE FOR
INCLUSION TIPS

How to play

- Place 3 spots in a triangle 1 metre apart
- Pupil 1 starts on a spot
- Pupil 2 calls out a colour of another spot, pupil 1 split steps and moves to touch the corresponding spot with their hand, then returns to the spot they started on
- As soon as pupil 1 is back on the starting spot pupil 2 calls a colour again
- Pupil 2 counts how many spots are correctly touched by pupil 1.

Scoring

- How many spots can you touch with your hand in 1 minute?

Safety

- Ensure adequate space between and around the stations.

Equipment required

- 3 x throw down spots in different colours (or cones)
- Score sheets – [downloadable here](#)

Space required

- Tarmac space or a sports hall
- The number of activity stations can be increased or decreased depending on the space available.

Estimated set-up time

- 2 minutes.

Difficulty level



How to make it easier

- Remove the split step at the start so pupil 1 just moves to touch the corresponding spot

How to make it harder

- Add more spots (diagram B)
- Pupil 2 calls out “Right” or “Left”
- Move the spots further apart

Spirit of the Games



- What does determination mean and how can you show it in the activity?
- What would you do differently next time?



- How does self-belief help you to keep trying even when something is difficult?
- Why is it important to keep practicing, even if you're already good at something?

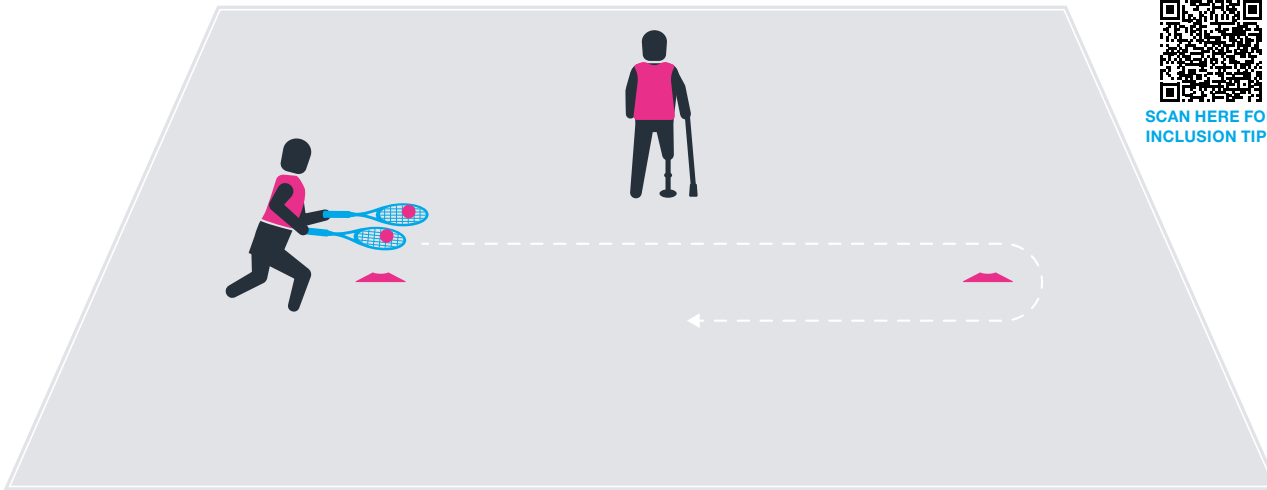
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GAMES



Double Trouble – (years 5 & 6)

PRIMARY



SCAN HERE FOR
INCLUSION TIPS

How to play

- Place 2 cones 3 metres apart
- Pupil 1 starts on a cone with a racket in each hand and a ball balanced on the strings of each racket
- Pupil 1 moves around the other cone and back to the first cone whilst keeping the balls balanced
- If the ball falls off, pupil 2 can help by putting it back on the racket strings and pupil 1 continues from where it fell off
- Pupil 2 counts the number of times pupil 1 moves around the second cone and back to the first cone (1 lap).

Scoring

- How many laps can you do in 1 minute?

If the time ends when you have moved around the second cone but not made it back to the first cone, still count this as a lap. If you have not reached the second cone then this lap does not count.

Safety

- Ensure adequate space between and around the stations.

Equipment required

- 2 sponge balls
- 2 cones
- 2 tennis rackets
- Score sheets – [downloadable here](#)

Space required

- Tarmac space or a sports hall
- The number of activity stations can be increased or decreased depending on the space available.

Estimated set-up time

- 2 minutes.

Difficulty level



How to make it easier

- Balance bean bags instead of balls
- Use 1 racket and ball

How to make it harder

- Move the cones further apart
- Balance 2 balls on each racket

Spirit of the Games



- How can your passion help you and your team stay focused on the activity?
- Why is it fun to practice and get better?



- How can you encourage your partner?
- Give your partner a piece of positive feedback about what they did well in the game

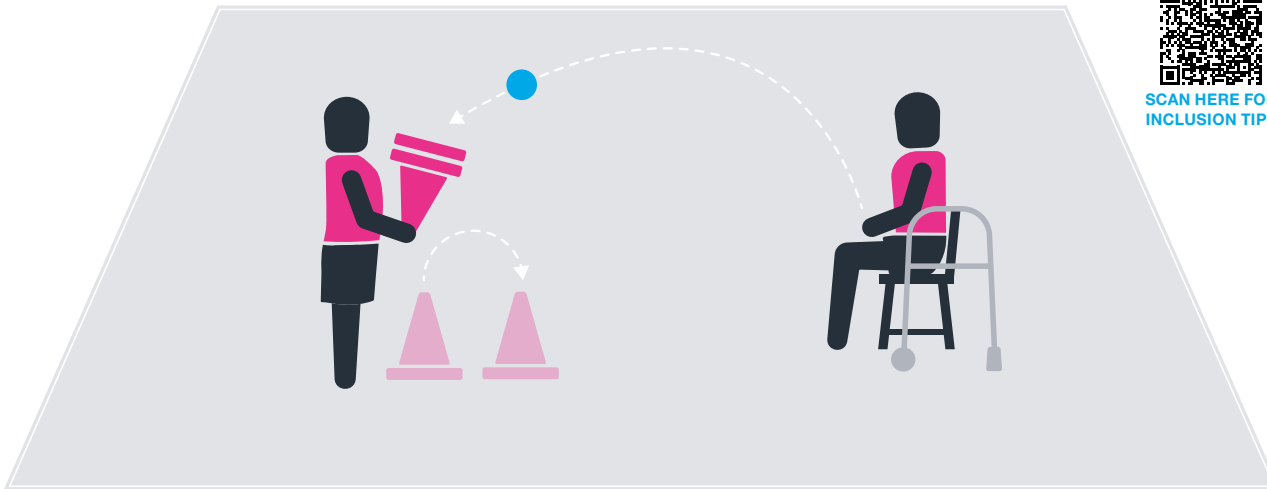
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Stack and Catch – (years 5 & 6)

PRIMARY



SCAN HERE FOR
INCLUSION TIPS

How to play

- Place 2 upright cones next to each other
- Pupil 1 stands behind the upright cones
- Pupil 2 stands 1 metre in front of the upright cones with a ball
- Pupil 2 calls “Go” and throws the ball vertically into the air just above head height. At the same time pupil 1 stacks 1 cone on top of the other, picks them up and catches the ball inside the bottom cone before the ball bounces.
- Pupil 1 returns the ball to pupil 2 and resets the cones
- Pupil 2 counts how many times pupil 1 can successfully catch the ball.

Scoring

- How many catches can you complete in 1 minute?

If the ball lands inside the cone but bounces out this counts as a successful catch.

Safety

- Ensure adequate space between and around the stations.

Equipment required

- 1 sponge ball
- 2 upright cones
- Score sheets – [downloadable here](#)

Space required

- Tarmac space or a sports hall
- The number of activity stations can be increased or decreased depending on the space available.

Estimated set-up time

- 2 minutes.

Difficulty level



How to make it easier

- Pick up 1 upright cone and invert to catch
- Pupil 1 can start holding a cone
- Let the ball bounce once before catching

How to make it harder

- Pupil 1 places their non-dominant hand behind their back
- Pupil 1 uses their non-dominant hand
- Pupil 1 starts with the ball, throws the ball up before stacking the upright cones to catch

Spirit of the Games



- How do you feel when you try something new?
- How does self-belief help you to keep trying even when something is difficult?



- Why is teamwork important?
- How did you work as a team to make the game easier?

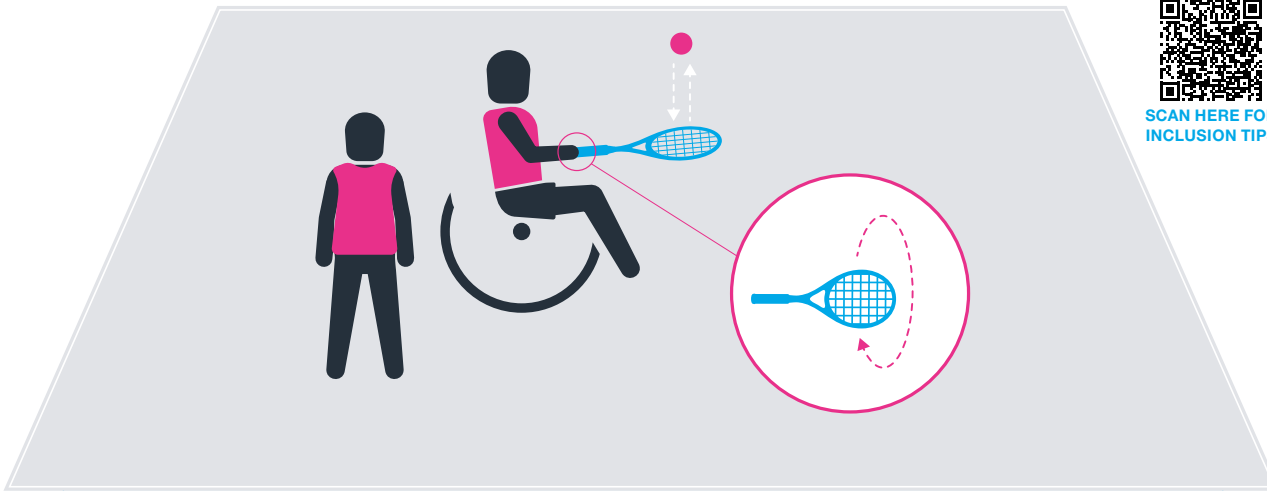
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Flipper – (years 5 & 6)

PRIMARY



SCAN HERE FOR
INCLUSION TIPS

How to play

- Pupil 1 starts with a racket and a ball
- Pupil 1 taps the ball into the air and flips the racket 180 degrees before tapping the ball up again and flipping the racket back 180 degrees (the palm of the racket hand should alternate between facing up and down)
- Pupil 2 counts how many times pupil 1 can flip the racket and tap the ball.

Scoring

- How many flip and hits can you do with your racket in 1 minute?

Safety

- Ensure adequate space between and around the stations.

Equipment required

- 1 sponge ball
- 1 tennis racket
- Score sheets – [downloadable here](#)

Space required

- Tarmac space or a sports hall
- The number of activity stations can be increased or decreased depending on the space available.

Estimated set-up time

- 2 minutes.

Difficulty level



How to make it easier

- Let the ball bounce after tapping the ball in the air and flipping the rackets
- Tap the ball up without flipping the racket

How to make it harder

- Use the non-dominant hand

Spirit of the Games



- How do you show respect to leaders running the activity?
- How does being respectful help make the game more fun for everyone?



- What do you think is more important in tennis: passion or talent? Why?
- How do you share your enjoyment of tennis with your friends?

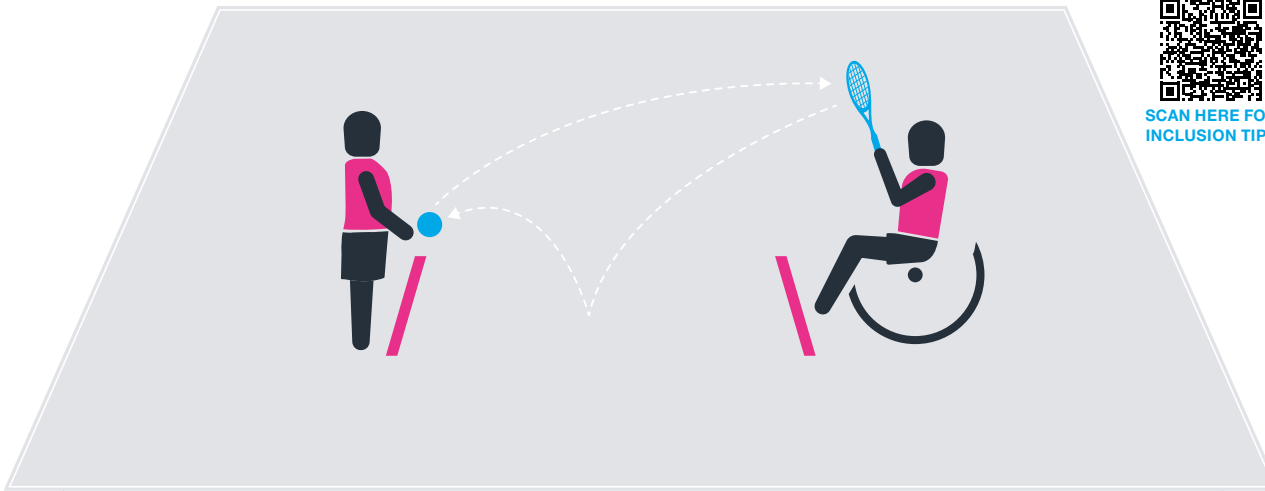
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Rebound Wall – (years 5 & 6)

PRIMARY



SCAN HERE FOR
INCLUSION TIPS

How to play

- Place the lines 2 metres apart
- Pupils work in pairs and start facing each other on opposite lines
- Pupil 1 starts with a racket, and pupil 2 starts with a ball
- Pupil 2 throws the ball underarm to pupil 1 to volley (hit before the ball bounces)
- Pupil 1 aims the ball so that it bounces in front of pupil 2
- Pupil 2 catches the ball after 1 bounce
- Pupil 2 counts how many volleys pupil 1 hits.

Scoring

- How many volleys can you hit in 1 minute?

Safety

- Ensure adequate space between and around the stations.

Equipment required

- 1 sponge ball
- 2 throw down lines
- Tennis racket
- Score sheets – [downloadable here](#)

Space required

- Tarmac space or a sports hall
- The number of activity stations can be increased or decreased depending on the space available.

Estimated set-up time

- 2 minutes.

Difficulty level



How to make it easier

- Pupil 1 uses the palm of their hand to volley the ball
- Pupil 1 catches the ball with one hand in a volley position
- Use a bean bag or larger lightweight ball

How to make it harder

- Place a target on the floor that the volley has to land in
- Volley the ball back to pupil 2 who catches the ball without it bouncing

Spirit of the Games



- What can you say to yourself if you start to feel nervous before an activity?
- How can believing in your ability to succeed help you perform better?



- How did you work together on the activity?
- Give your partner a piece of positive feedback about what they did well in the activity.

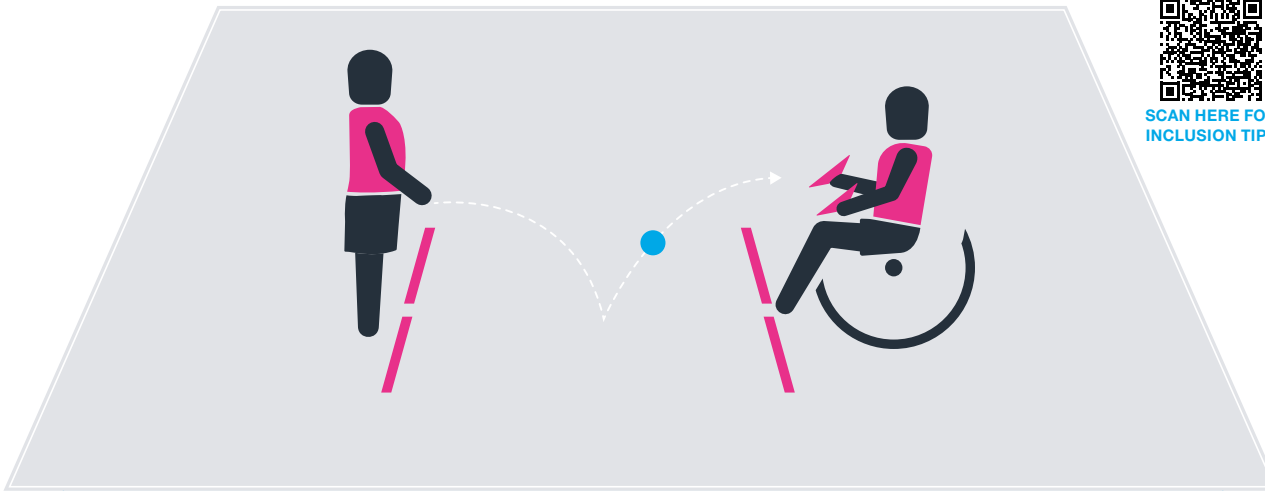
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SCHOOL GAMES



Baseball Catcher – (years 5 & 6)

PRIMARY



SCAN HERE FOR
INCLUSION TIPS

How to play

- Place 2 throw down lines 2 metres apart
- Pupils work in pairs and start facing each other on opposite lines
- Pupil 1 starts with a cone in each hand
- Pupil 2 starts with a ball
- Pupil 2 throws the ball underarm to pupil 1
- Pupil 1 lets the ball bounce before catching it using 1 of the cones (similar to if it is a baseball mitt)
- Pupil 1 sends the ball back to pupil 2
- Pupil 1 should catch the ball in the cone on the corresponding side of the body i.e. if the ball is on their left they should catch with the cone in their left hand
- Pupil 2 counts how many times pupil 1 successfully catches the ball in the cones.

Scoring

- How many catches can you complete in 1 minute?

Safety

- Ensure adequate space between and around the stations.

Equipment required

- 1 sponge ball
- 2 throw down lines
- 2 cones



Score sheets – [downloadable here](#)

Space required

- Tarmac space or a sports hall
- The number of activity stations can be increased or decreased depending on the space available.

Estimated set-up time

- 2 minutes.

Difficulty level



How to make it easier

- Use a bean bag
- Pupils move closer to each other

How to make it harder

- Use 1 cone in the non-dominant hand
- Alternate catching with the dominant and non-dominant hand regardless of which side the ball is
- Catch the ball before it bounces
- Pupils move further apart

Spirit of the Games



- How do you encourage your partner to keep trying when they find something hard?
- How do you feel when you keep practicing something hard and then you manage to do it?



- Why is it fun to practice and get better?
- How can you celebrate your partner's success?

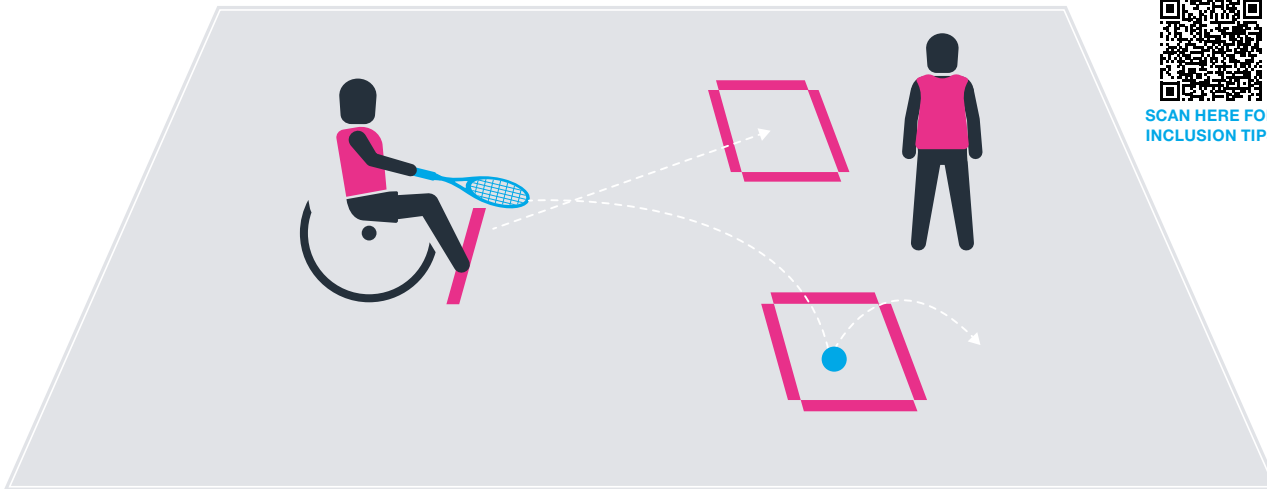
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Tick Tock – (years 5 & 6)

PRIMARY



SCAN HERE FOR
INCLUSION TIPS

How to play

- Place 4 lines to make a 1x1 metre square, and make another square 2 metres away
- Place a line 2 metres away from the squares as a starting line
- Pupil 1 stands on the starting line with a racket and the balls
- Pupil 1 hits an underarm serve aiming for the ball to first bounce in the left square
- Pupil 2 collects the balls and passes them back to pupil 1
- Pupil 2 counts how many times the ball lands in the square.

Scoring

- How many serves can you land in the target in 1 minute?
- You only score if the ball lands in the square on the first bounce.

Safety

- Ensure adequate space between and around the stations.

Equipment required

- 2 sponge balls
- 9 throw down lines
- Tennis racket
- Score sheets – [downloadable here](#)

Space required

- Tarmac space or a sports hall
- The number of activity stations can be increased or decreased depending on the space available.

Estimated set-up time

- 2 minutes.

Difficulty level



How to make it easier

- Make the squares bigger
- Allow the ball to bounce before hitting it

How to make it harder

- Make the squares smaller
- Replace the squares with a target cone

Spirit of the Games



- How does being honest make the activity more fun for everyone?
- How can you encourage others to be honest when taking part?

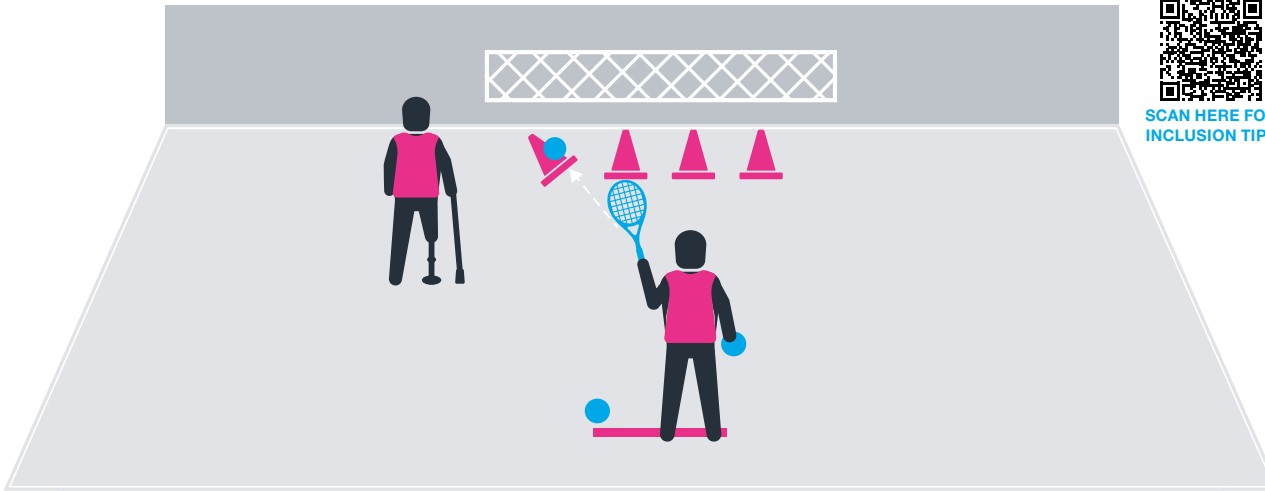


- What positive things can you say to your partner / team before and during the activity?
- How can you stay passionate even when things aren't going well?



Aiming Zone – (years 5 & 6)

PRIMARY



How to play

- Place 4 upright cones in front of a net
- Place a line 3 metres away from the upright cones
- Pupil 1 starts with a racket and the balls
- Pupil 1 hits an overarm serve aiming for the ball to hit one of the upright cones
- Pupil 2 collects the ball and passes it back to pupil 1 and replaces the upright cones knocked over
- Pupil 2 counts how many times pupil 1 hits an upright cone.

Scoring

- How many targets can you hit in 1 minute?

Safety

- Ensure adequate space between and around the stations.

Equipment required

- 3 sponge balls
- 4 uprights cones
- Tennis racket
- 1 net (or wall)
- Score sheets – [downloadable here](#)

Space required

- Tarmac space or a sports hall
- The number of activity stations can be increased or decreased depending on the space available.

Estimated set-up time

- 2 minutes.

Difficulty level



How to make it easier

- Move the upright cones closer together
- Move closer to the upright cones
- Use bigger targets
- Use a bigger lightweight ball

How to make it harder

- Move the upright cones further apart
- Move further away from the upright cones
- Use smaller targets

Spirit of the Games



- What do you do when you feel like giving up during a hard game?
- How do you encourage your partner to keep trying when they find something hard?



- How does being honest make the activity more fun for everyone?
- How can honesty help build trust with your others?

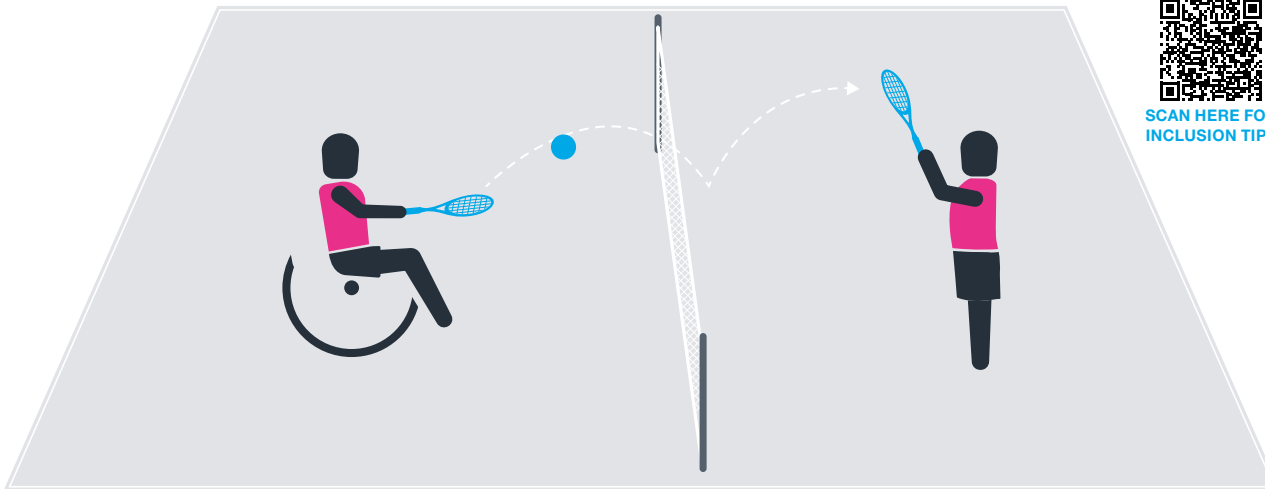
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SCHOOL GAMES



Rapid Rallies – (years 5 & 6)

PRIMARY



SCAN HERE FOR
INCLUSION TIPS

How to play

- Pupils work in pairs, standing either side of a net
- Both pupils have a racket, and pupil 2 starts with the ball
- Pupil 2 feeds the ball over the net to pupil 1 who lets the ball bounce once then hits a forehand
- Pupils rally the ball over the net using forehands
- Pupils should let the ball bounce once before hitting it
- Pupil 2 counts how many times pupil 1 hits a forehand over the net.

Scoring

- How many forehands can you hit over the net in 1 minute?
- If the rally breaks down, start counting from the previous score.

Safety

- Ensure adequate space between and around the stations.

Equipment required

- 1 sponge ball
- 2 tennis racket
- 1 net (or barrier tape)
- Score sheets – [downloadable here](#)

Space required

- Tarmac space or a sports hall
- The number of activity stations can be increased or decreased depending on the space available.

Estimated set-up time

- 2 minutes.

Difficulty level



How to make it easier

- Pupil 2 throws the ball underarm to pupil 1
- The ball can bounce as many times as needed before it is hit
- Reduce the height of the net (use barrier tape or lines)

How to make it harder

- Place a target zone on the floor which pupil 1 has to hit their forehand into
- Move further away from each other

Spirit of the Games



- What does it mean to believe in yourself?
- How does self-belief help you to keep trying even when something is difficult?



- How did you work together on the activity?
- How can you help a teammate who is feeling sad or upset?

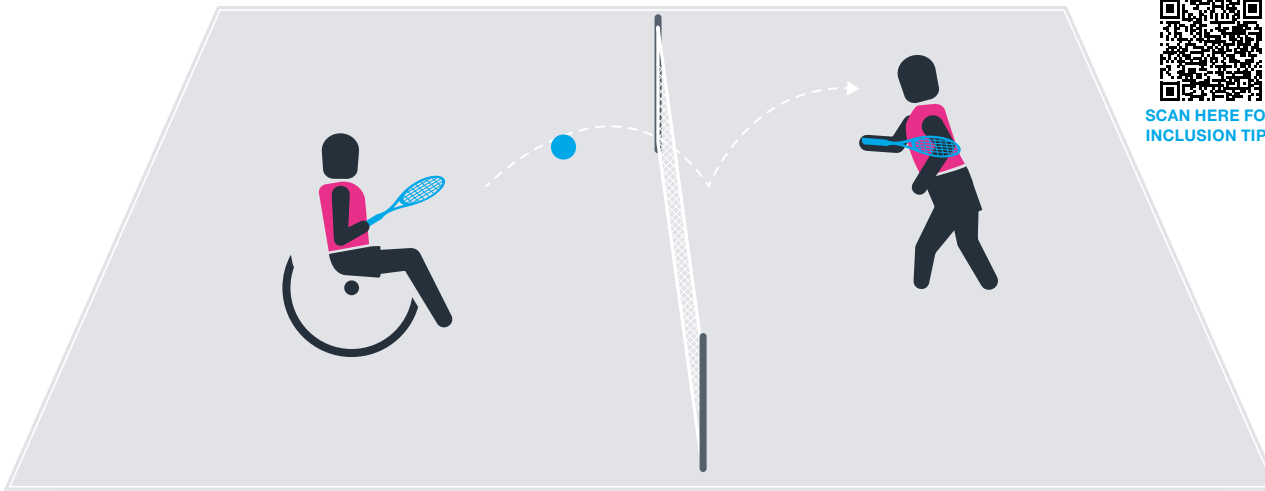
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Backhand Attack – (years 5 & 6)

PRIMARY



SCAN HERE FOR
INCLUSION TIPS

How to play

- Pupils work in pairs, standing either side of a net
- Both pupils have a racket, and pupil 2 starts with the ball
- Pupil 2 feeds the ball over the net to pupil 1 who lets the ball bounce once then hits a backhand
- Pupil 2 lets the ball bounce then catches it, and feeds the ball again for pupil 1 to hit a backhand
- Pupil 2 counts how many times pupil 1 hits a backhand over the net.

Scoring

- How many backhands can you hit over the net in 1 minute?

Safety

- Ensure adequate space between and around the stations.

Equipment required

- 1 sponge ball
- 2 tennis rackets
- 1 net (or barrier tape)
- Score sheets – [downloadable here](#)

Space required

- Tarmac space or a sports hall
- The number of activity stations can be increased or decreased depending on the space available.

Estimated set-up time

- 2 minutes.

Difficulty level



How to make it easier

- Pupil 2 throws the ball underarm to pupil 1
- The ball can bounce as many times as needed before it is hit
- Reduce the height of the net (use barrier tape or lines)

How to make it harder

- Place a target zone on the floor which pupil 1 has to hit their backhand into
- Move further away from each other
- Pupil 2 hits the ball straight back to pupil 1's backhand (rather than catching it and feeding it)

Spirit of the Games



- How do you encourage your partner to keep trying when they find something hard?
- How do you feel when you keep practicing something hard and then you manage to do it?



- What does it mean to be kind to your teammates?
- What do you do if you don't know a rule of the game?

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Year 3 & 4 Red Ball Competition

PRIMARY

How to play

Team Timed Tennis Tournament:

- Each team is made up of four players — e.g. two boys and two girls
- As teams are made up of four players, each 'match' consists of four separate singles e.g. Boy 1 v Boy 1 Singles, Boy 2 v Boy 2 Singles, Girl 1 v Girl 1 Singles, Girl 2 v Girl 2 Singles
- Decide the time available for each separate singles match e.g. 5 minutes. This will depend on the number of courts, number of teams and the total time available. Start and stop play on the Central Timer's whistle.

Scoring

- Each 'match' is played and the final score entered onto the 'Mini Tennis Match Card' – [example found here](#)
- Match results are then entered on to a 'Round Robin Box Sheet'. Example formats for different team numbers and times can be [found here](#)
- Tie break score sheets example and template if using scorers to assist can be found here
- The final score should consider the individual results from the four matches, i.e. 4-0, 3-1, or 2-2
- These scores then give a total points score for each team. Individual match points can also be tallied in case of a tie.

Playing a Match

- The serve is decided by a 'toss' at the start of the match
- The nominated person serves for the first point, it then alternates every 2 points
- Players serve, overarm or underarm from behind the baseline, diagonally into the opponents' service box
- Players are allowed a second serve if they miss their first serve
- Players score a point if:
 - The opponent hits the ball and it's first bounce is outside of the court
 - The opponent does not hit the ball over the net
 - The opponent does not hit the ball at all
- The service ball must bounce before it can be returned. After this the ball can be hit before it bounces or after one bounce
- Use simple numbered scoring i.e. 1, 2, 3, 4 etc.
- The player with the most points when the whistle goes, wins! If it's a draw, play one-point sudden death.

Safety

- Ensure adequate space between and around the courts.

Equipment required

- 1 mini tennis net per court (or lowered badminton nets)
- 2 red tennis balls per court. Sponge balls can be used if playing inside
- 21-inch racket per player
- Throw down lines or masking tape can be used to mark out courts
- Stopwatch Whistle

Space required

- 4 red tennis courts
 - 4 red courts fit across 1 full size court (if outside), or
 - 4 badminton courts (if inside)
- You can play using more or less courts depending on the space available.

Estimated set-up time

- 15 minutes.

Difficulty level



- The format is accessible for all to participate.
- Some knowledge of the rules of tennis are required.

Spirit of the Games



- How does it make you feel when the other player calls the ball out when you thought that it was in? What could you do if this happens?
- You are playing a point, and you are not sure whether the ball lands in or out – what can you do?



- How can you show the other player respect during the match?
- How can you show the other player and leaders respect at the end of the match?

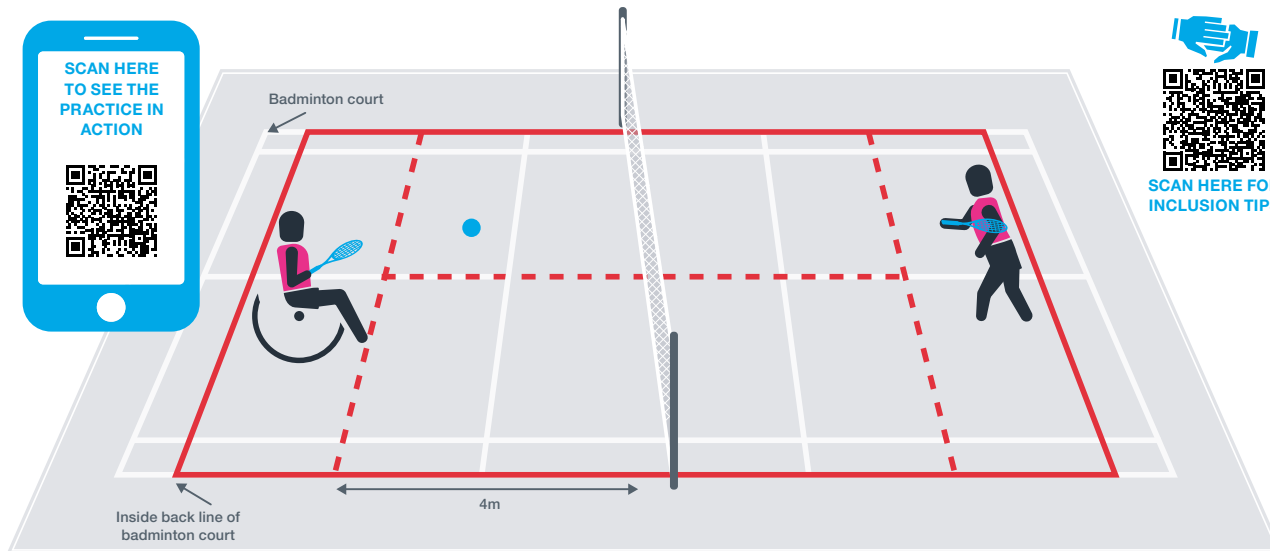
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Red Courts

PRIMARY



Option 1:

A modified badminton court

The dimensions of a badminton court are 11.88 x 6.10m. To adapt a badminton court for Red Court competitions you should use the following boundaries:

- Length: inside back line as baseline
- Width: outside lines as the sidelines
- Service boxes: use 'throw down' lines to add service lines 4 metres from the net, extend existing centre line to the net.
- Ball: Red (sponge indoor, felt outdoor)
- Court: 11 x 5.5m (OK to use badminton court lines)
- Net height: 80cm
- Recommended racket size: 43-58cm (17-23")

Option 2:

Four red courts using the length of one standard tennis court

Using this option makes use of existing lines on the standard tennis court, however, additional lines are required to fully mark out the Red Courts.

These additional lines can be marked using 'throw down' lines, or depending on the surface being used, masking/gaffer tape is also useful to create the additional lines required.

Net of traditional court – some local competition organisers keep this up to act as a divide between to the two courts. Others prefer to take it down as it can get in the way of play. A risk assessment is included in this toolkit to help make these local calls.

- Ball: Red (sponge indoor, felt outdoor)
- Court: 11 x 5.5m (OK to use badminton court lines)
- Net height: 80cm
- Recommended racket size: 43-58cm (17-23")

How to make it easier

- Allow the ball to bounce twice before hitting it
- Lower the net. You could use a bench, or barrier tape or even a line on the floor
- Serve underarm
- Start the point by serving the ball anywhere into the court (not just the diagonal service box)
- Play doubles

How to make it harder

- Increase the time played per round

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Year 5 & 6 Orange Ball Competition

PRIMARY

How to play

Team Timed Tennis Tournament:

- Each team is made up of four players — e.g. two boys and two girls
- As teams are made up of four players, each 'match' consists of four separate singles e.g. Boy 1 v Boy 1 Singles, Boy 2 v Boy 2 Singles, Girl 1 v Girl 1 Singles, Girl 2 v Girl 2 Singles
- Decide the time available for each separate singles match e.g. 5 minutes. This will depend on the number of courts, number of teams and the total time available. Start and stop play on the Central Timer's whistle.

Scoring

- Each 'match' is played and the final score entered onto the 'Mini Tennis Match Card' – [example found here](#)
- Match results are then entered on to a 'Round Robin Box Sheet'. Example formats for different team numbers and times can be [found here](#)
- Tie break score sheets example and template if using scorers to assist can be found here
- The final score should consider the individual results from the four matches, i.e. 4-0, 3-1, or 2-2
- These scores then give a total points score for each team. Individual match points can also be tallied in case of a tie.

Playing a Match

- The serve is decided by a 'toss' at the start of the match
- The nominated person serves for the first point, it then alternates every 2 points
- Players serve, overarm or underarm from behind the baseline, diagonally into the opponents' service box
- Players are allowed a second serve if they miss their first serve
- Players score a point if:
 - The opponent hits the ball and it's first bounce is outside of the court
 - The opponent does not hit the ball over the net
 - The opponent does not hit the ball at all
- The service ball must bounce before it can be returned. After this the ball can be hit before it bounces or after one bounce
- Use simple numbered scoring i.e. 1, 2, 3, 4 etc.
- The player with the most points when the whistle goes, wins! If it's a draw, play one-point sudden death.

Safety

- Ensure adequate space between and around the courts.

Equipment required



1 x net per court



2 Orange tennis balls per court



23-inch racket per player



Throw down lines or masking tape can be used to mark out courts



Stopwatch



Whistle

Space required

- 4 tennis courts
- You can play using more or less courts depending on the number available.

Estimated set-up time

- 30 minutes to mark out the courts.

Difficulty level



- Players should have some experience of playing tennis on an orange court
- Some knowledge of the rules of tennis are also required.

Spirit of the Games



- How does it make you feel when the other player calls the ball out when you thought that it was in? What could you do if this happens?
- You are playing a point, and you are not sure whether the ball lands in or out – what can you do?



- How can you show the other player respect during the match?
- How can you show the other player and leaders respect at the end of the match?

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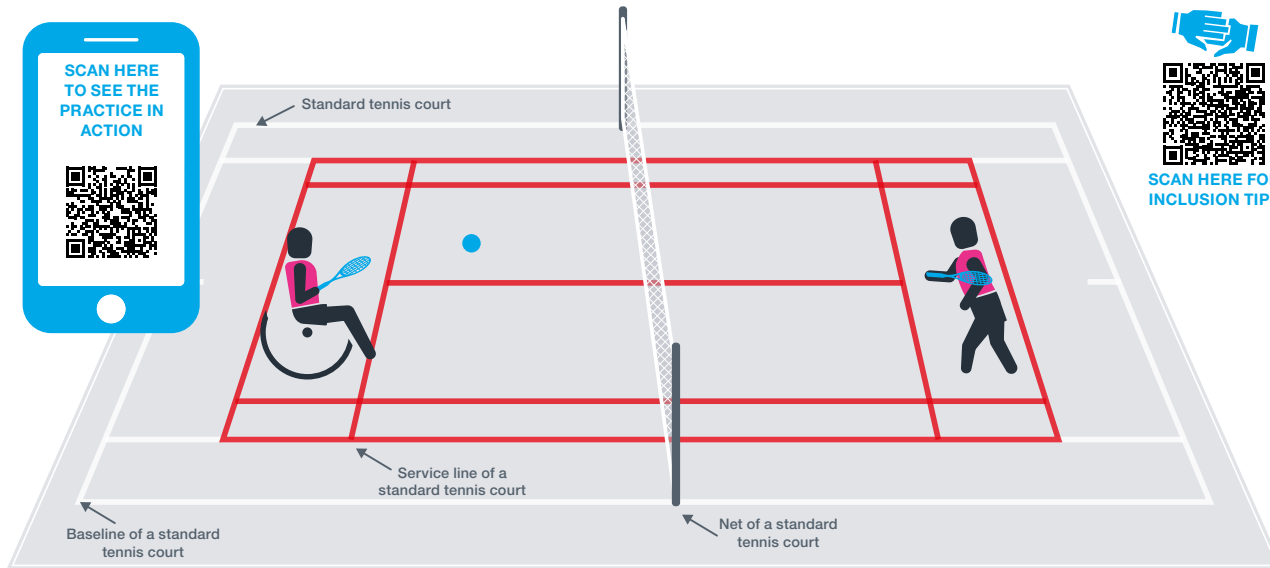


Orange Court

PRIMARY



SCAN HERE
TO SEE THE
PRACTICE IN
ACTION



SCAN HERE FOR
INCLUSION TIPS

For competition, the full Orange court is set up on one regulation court.

- Throw down lines should be used to mark out the length and width
- Service boxes remain the same, the net is lowered to 80cm (31.5")
- Ball: Orange
- Court: Single 18 x 6.5m / Doubles 18 x 8.23m
- Net height: 80cm (at middle of net)
- Recommended racket size: 58-63cm (23-25")

How to make it easier

- Allow the ball to bounce twice before hitting it
- Lower the net. You could use a bench, or barrier tape or even a line on the floor
- Serve underarm
- Start the point by serving the ball anywhere into the court (not just the diagonal service box)
- Play doubles

How to make it harder

- Increase the time played per round

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