

01

Module: **ON THE BALL**

Learning Outcome:

To increase young people's SAQ to develop a positive attitude to fitness

Key Words:

Speed, Agility, Quickness

Equipment Needed:



Cone



Balls



Activity:

Place a tennis ball on the floor, when the coach says 'go', touch the top of the tennis ball with each foot alternately until the coach says 'stop!'

Repeat with variations; add burpees after 10 touches or young people compete in pairs to encourage SAQ.

Serves Coaching Tips:

Ask the group informal questions:

- Who is the fastest tennis player?
- Which footballer has the fastest feet?

Link these informal questions to formal questions about SAQ:

- How can we increase our speed and quickness?
- Why is it important to be agile in a game of tennis?

TOP TIP:

Create a tennis penalty zone. Once 20 touches have been completed, you can pick up a racket and hit the ball into the tennis penalty zone.

Work in pairs, best out of 5 wins.

02

Module: **LUNG BUSTER**

Learning Outcome:

To improve young people's motivation and resilience when faced with fitness challenges

Key Words:

Motivation, Resilience

Equipment Needed:



Racket



Cone



Balls



Activity:

Divide the group into teams, when the coach says 'go', one person on each team completes 5 shuttle runs. Once completed, players play a point; the winner collects 5 points for their team.

Repeat with variations; add explosive movements such as jumping jacks, burpees and squat thrusts to test the groups' resilience.

Serves Coaching Tips:

Ask the group informal questions:

- Who found that exercise tiring?
- Who won the most points?

Link these informal questions to a formal discussion about how your heart rate increases to pump more oxygen around the body which helps your muscles work harder. The fitter you are, the quicker your heart rate will return to normal and you are ready to go again!

TOP TIP:

Add in the rule that if a player wins the point with a selected shot, i.e. backhand, they win double points.

03

Module: **BODY POP**

Learning Outcome:

To develop young people's understanding of muscle groups and functions

Key Words:

Muscles, Strength, Active

Equipment Needed:



Cone



Balls



Activity:

In pairs, place the ball on top of the cone and stand opposite one another. The coach will call out body parts and actions which the pairs copy. When the coach shouts 'BALL!' you must try to grab the ball first. The person to grab the ball first wins. Repeat the game but this time call out different muscles.

Serves Coaching Tips:

Ask the group informal questions:

- Which part of the body did we use the most in this game?
- How do our bodies react so quickly?

Link these informal questions to a demonstration on how muscles work:

Ask the young people to hold hands in a circle and explain that they all represent a fibre. Number the group 1 and 2 and ask number 1's to pull. Explain muscles must work together to help us move. When one contracts, the opposite relaxes. E.g. When the bicep contracts, the tricep relaxes to allow the elbow to bend.

TOP TIP:

Create a tennis penalty zone. Once 20 touches have been completed, you can pick up a racket and hit the ball into the tennis penalty zone. Work in pairs, best out of 5 wins.

04

Module: **WALK THE PLANK**

Learning Outcome:

To increase young people's knowledge of core strength exercises

Key Words:

Core, Strength, Posture, Balance

Equipment Needed:



Racket



Cone



Balls



Activity:

Ask the group to get into pairs. One person must bounce the ball through the cones using a tennis racket. If they drop the ball, they must start again. The other person must hold a plank position until their partner comes back. Then switch over.

Serves Coaching Tips:

Ask the group informal questions:

- Who do you think would win in a plank competition (name two sporting celebrities)?
- Who is the fastest man in the world?
Where does all his strength come from?

Link these informal questions to formal questions about core strength: core strength. Explain that all your power is generated from the core (everything that isn't your arms and legs) to carry out any movement. Describe the core as a foundation to build strength and balance.

TOP TIP:

Introduce the 'plank off' – this type of competition will help a coach assess levels of core strength in the group to then help develop.

05

Module: **BREAKPOINT**

Learning Outcome:

To improve young people's ability to identify healthy food groups

Key Words:

Lifestyle, Nutrition, Hydration

Equipment Needed:



Cone



Food Group
Cards



Activity:

Coaches must use the breaks in the session at the beginning, middle and end to deliver this outcome.

Incorporate three 90 second breaks where young people have to calculate food cards with nutritional values that add to 100%. Each break represents pre, during and post physical activity nutrition.

Serves Coaching Tips:

Ask the group informal questions:

- What are your favourite foods?
- How many people drink water every day?

Link these informal questions to facts about being healthy appropriate to the age and demographic of the group.

TOP TIP:

Add in a relay race where young people must work as a team to calculate the healthiest diet using the food cards.

Module: **CIRCUIT TENNIS**

06

Learning Outcome:

To improve young people's knowledge of the heart rate and breathing for developing core

Key Words:

Heart rate, Healthier, Fitter

Equipment Needed:



Racket



Cone



Balls



Ladders



Activity:

Create a fitness circuit in the space available; this could include a ladder, shuttle sprints, no bounce rallies and tennis push ups.

Teach the group to check their resting heart rate before the activity, 1 minute after the activity and 3 minutes after the activity.

Serves Coaching Tips:

Ask the group informal questions:

- How did you feel after the circuit?
- What was your heart rate like?

Link these informal questions to a discussion about the healthier and fitter we are, the quicker our heart rate will return to normal again.

TOP TIP:

Encourage the group to add their own rules as long as the rules continue to encourage raising the heart rate.

07

Module: **ELEVATOR**

Learning Outcome:

To improve young people's understanding of determination and hard work and its rewards

Key Words:

Determination, Hard work, Reward

Equipment Needed:



Racket



Tennis Net



Ball



Activity:

Set up as many mini tennis courts as the space allows and ask the group to get into pairs. Each pair plays against another pair and the first to 10 points wins. The winners move up to the next court while the losers stay where they are.

Serves Coaching Tips:

Ask the group informal questions:

- Ask the group to ensure they shake hands with one another to start the discussion of working hard.

Link these informal questions to formal questions about:

- How can working hard help us in life?
- What can a sense of determination achieve?

TOP TIP:

Reward the group for their efforts with a free water bottle.

08

Module: **PARANOIA**

Learning Outcome:

To develop young people's understanding of signs of mental health issues such as anxiety

Key Words:

Isolation, Inclusion, Support

Equipment Needed:

None



Activity:

Ask the group to form a circle. Pick one person to stand outside the circle. Give everyone else a number. Invite the person outside the circle to stand in the middle. They pick two numbers and the two people with those numbers must swap places with one another without being caught by the person in the middle. The person in the middle must try and jump in one of the players place. Other players around the circle may distract the person in the middle making them feel paranoid.

Serves Coaching Tips:

Ask the group informal questions:

- Comment on who was distracting and how?
- Ask about how hard it was to swap?

Link these informal questions to formal questions about mental health issues:

- What if the person in the middle suffered from anxiety, how would they feel?
- Discuss some issues a person could go through that we can't physically see.

TOP TIP:

Play the game a few times, encourage the distractions during the game, the message of mental health will be more powerful once revealed.

Module:
**TENNIS
FREESTYLE**

09

Learning Outcome:

To increase young people's ability to apply growth mind-set and to use positive language like 'I will try' as opposed to 'I can't'

Key Words:

Mind-set, Positive, Growth

Equipment Needed:



Racket



Ball



Activity:

Demonstrate freestyle tricks to the young people and encourage them to try them.

Introduce pieces of equipment they can use.

Film the freestyle moves to show the young people.

Serves Coaching Tips:

Ask the group informal questions:

- Which of the tricks did you prefer?
- Ask the group have they seen any professional players do tricks in sport?

Link these informal questions to a discussion about challenging yourself and having courage to develop yourself as an individual.

TOP TIP:

Include a 'trick shot challenge' reinforcing positive mind-set.