Getting Teenage Girls into Tennis
at Schools and Clubs
Acknowledgments

The development of this manual was funded by Tennis Victoria as part of an Australian Research Council (ARC) (LP0990206) Linkage project, known as Triple G. The Triple G program aimed to develop a co-operative link between school physical education curriculum and community sports clubs to improve girls’ participation in sport and physical activity. The project was also supported by industry partners including: the Victorian Health Promotion Foundation (VicHealth); Department of Planning and Community Development - Sport and Recreation Department; Football Federation Victoria; YMCA Victoria; Ballarat Aquatic Centre; and the Helen Macpherson Smith Trust.

This resource has been adapted from the Triple G: Girls Get Going in Tennis resources which included:

Introduction

This resource has been adapted from the Triple G: Girls Get Going Teacher Resource Manual and the Triple G: Girls Get Going Tennis Club Workbook which were developed to support the implementation of a sport and active recreation program for adolescent girls in secondary schools in regional Victoria, Australia.

Promoting participation in physical activity to young people is important for developing healthy lifestyles, as it can be of benefit to physical, mental and social wellbeing. The engagement of adolescent girls in physical activity, however, is a persistent challenge. Females have lower participation rates than their male counterparts and participation rates decrease with age; and especially during adolescence. Further, school-based physical activity programs have often met with little success due the lack of linkages between school and community physical activity settings. This inspired the development of the Triple G program, a school and community-linked sport and active recreation program, designed and implemented to improve physical activity levels of secondary school girls (12–15 years) in regional areas.

The program included a school-based physical education (PE) component that incorporated student-centred teaching and behavioural skill development. The school component was conceptually and practically linked to a community component that emphasised appropriate structures for participation outside of school. The program model developed is an innovative conceptual framework for linking school physical education with community sport and recreation and may benefit other physical activity programs seeking to engage adolescent girls.

This resource provides an overview of the sport and active recreation participation trends of adolescent girls, the factors influencing their sport and active recreation behaviours, and some of the resources developed to implement the Triple G program which might help tennis coaches and clubs engage, re-engage and retain females in tennis.

For more information contact Tennis Victoria on 03 8420 8420
Australian trends in organised sport for children aged 5-14 yrs

Internationally, physical activity and sport participation declines with age and especially during adolescence (Eime, et al. 2013; Olds, Dollman, & Maher, 2009). Many adolescents do not participate at sufficient levels or meet PA recommendations to achieve health benefits (Dumith, Gigante, Demingues, & Kohl, 2011; Eime, et al., 2013; Hallal, et al., 2012). Commonly, adolescent girls are less active than boys (Hallal, et al., 2012), and have a higher sport-club withdrawal rate (Víljalmsdóttir & Kristjánsson, 2003). These trends in physical activity and sport participation are similar to those seen in Australia (Olds, Dollman, & Maher, 2009).

Data on participation in organised sport by children aged 5 – 14 years has been collected by the Australian Bureau of Statistics every three years since April 2000 in the Children’s Participation in Cultural and Leisure Activities (CPCLA) Survey (Australian Bureau of Statistics, 2012). The survey collects information from a responsible adult in the household on children’s cultural and sporting activities undertaken outside of school hours over a 12 month period.

Organised sport is defined as sports which are played or trained for outside school hours and are organised by a school, club or association. Organised sport participation trends for Australian children, aged 5 – 14 years reported by Australian Bureau of Statistics (2012) are summarized in the infographics on the following pages.
**Most Popular Sports**

*Participation Rate, Australian Children Aged 5-14yrs*

1. **Outdoor Soccer**
   - 309,700 Participants
2. **Swimming & Diving**
   - 256,900 Participants
3. **Cricket (Outdoor)**
   - 196,600 Participants
4. **Basketball**
   - 85,900 Participants
5. **Horse Riding, Equestrian Activities & Polo**
   - 83,200 Participants
6. **Soccer (Outdoor)**
   - 65,600 Participants
7. **Australian Rules Football**
   - 63,800 Participants
8. **Athletics, Track & Field**
   - 53,600 Participants
9. **Martial Arts**
   - 41,200 Participants
10. **Rugby Union**
    - 39,800 Participants
11. **Rugby League**
    - 36,900 Participants
12. **Tennis**
    - 35,900 Participants
13. **Hockey**
    - 34,300 Participants
14. **Netball**
    - 30,900 Participants
15. **Basketball**
    - 27,700 Participants
16. **Gymnastics**
    - 22,900 Participants
17. **Ice Hockey**
    - 21,900 Participants
18. **Volleyball**
    - 18,800 Participants
19. **Field Hockey**
    - 17,900 Participants
20. **Athletics, Track & Field**
    - 17,100 Participants

**Frequency of Participation**

*In Organised Sport, Australian Children Aged 5-14yrs*

- **20 Hours or More**: 0%
- **10-19 Hours**: 20%
- **5-9 Hours**: 40%
- **3-4 Hours**: 40%
- **2 Hours or Less**: 20%

**Almost 50% of Australian Children Participated in Organised Sport for 2hrs or Less in the Last 2 Weeks**

*Overall, children's participation rate in tennis increased from 7.3% in 2006 to 7.9% in 2009 and then decreased to 7.4% in 2012. The increase in 2009 and decrease in 2012 were largely due to the participation rate among boys which increased from 8.0% in 2006 to 9.4% in 2009 and fell back to 7.4% in 2012. The girls' participation rate was more stable, decreasing from 6.6% to 6.3% in 2009 and remaining at 6.3% in 2012.*
The following analysis is based on data on registered members of Tennis Victoria for the year 2012. The graphs show participation rates by gender, age, location (capital city or regional/urban) and socioeconomic status. Socioeconomic status is indicated by values of the SEIFA (Socio-Economic Indexes for Areas) Index of Relative Socio-economic Advantage and Disadvantage (IRSA/AD) for the residential postcode of each registered member. The Victorian population data was derived from the Australian Bureau of Statistics from the 2011 Census of Population and Housing. The SEIFA IRSA/AD values reported here were derived from the 2006 population census (Australian Bureau of Statistics, 2006).

**KEY TRENDS**

- ARE HIGHER FOR MALES THAN FEMALES ACROSS ALL AGE GROUPS
- ARE HIGHER FOR INDIVIDUALS FROM THE REST OF VICTORIA COMPARED TO THOSE LIVING IN GREATER MELBOURNE
- ARE HIGHEST FOR THE 11 – 17 YEAR AGE GROUP.
- INCREASE WITH SOCIO ECONOMIC ADVANTAGE
Factors influencing girls’ participation in sport and active recreation

There are a range of complex and interacting factors that influence participation in sport and active recreation. When encouraging girls to participate in sport and active recreation it is important to take all of these influences into account. Here we have highlighted some of the most common factors influencing girls’ participation in sport and active recreation. These are based on findings from several research studies (Casey, et al., 2009; 2013; Mooney, et al., 2012; Smyth, et al., 2011). Some quotes from Year 9 female students are included from the Triple G research study (Casey, et al., 2013; Mooney, et al., 2012; Smyth, et al., 2011).

For girls, their motivation to participate in sport and active recreation can be inspired when the emphasis of participation is on having fun, with opportunities to socialise and improve their fitness or health. One of the most common reasons girls participate is to socialise and to be with friends.

“That’s what I’d go for (socialising). I like to meet new people and I like the sport too but I’d much rather meet new people who are going to be friendly.”

Family also play an important role in supporting girls’ participation in sport and active recreation. They can support girls by encouraging, watching, participating with them, and assisting with travel.

Tennis is too hard, I can’t play right!

Girls have reported anxieties about having the ‘right’ skills or fitness to participate in sport and active recreation as they do not want to do anything that might be ‘humiliating’ or ‘embarrassing’. They also reported avoiding participation in sport and active recreation because they fear that everyone will be watching them. Especially for those that have a poor self-image and low confidence, participation in this setting can seem daunting!

This is when welcoming and inclusive sports clubs can be really important for encouraging girls to participate so that they feel included and accepted in the setting regardless of their ability.

Playing sport is all about friends hanging out.

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“That’s what I’d go for (socialising). I like to meet new people and I like the sport too but I’d much rather meet new people who are going to be friendly.”

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I’m too nervous. Everyone is watching me!

For example, a student explained her anxieties about having sufficient skills to play sport and how a negative social environment discouraged her from participating further:

“If you are not as good as other people, if you are not as good they judge you… everyone makes fun of you… and it puts you off.”

It is also important to provide opportunities that match skill levels, especially for beginners, as girls often perceive that their skill level is not adequate for the opportunities that are available. For instance, a student stated:

“I’ve thought about playing different sports but then you think, hang on a minute, I’m getting older now, there are so many people in this sport that have been playing for years. I can’t compete with them.”

Coaches have an important role in creating a welcoming & inclusive environment

Coaches and instructors also play an important role in encouraging girls and creating a welcoming and inclusive environment, especially for girls just starting out who might not be aware of the club/centre practices or culture, or know many club/centre members. For example, a Year 9 female student explained:

“There needs to be something that makes you feel like you will be accepted and that you are not going to embarrass yourself the whole time because that is the main thing why most people won’t try something new … You don’t want to feel like a complete idiot.”

When maintaining girls’ participation in sport and active recreation, coaches and instructors can also play a key role in encouraging participation for life by delivering activities that are fun and modifying activities that are too hard to ensure positive experiences. Developing feelings of success are particularly important. As the following student described, it’s what keeps them participating in sport:

“If you feel like you are succeeding, then you’d be inspired to go back and give it another go.”

We want to play fun games!

Girls also commonly discussed their desire to play games and disliked activities that focused on skills and drills. For instance girls told us:

“I like the group games and something that is not overly competitive—just for a bit of fun.”

“I like it when we actually get to play the games. When we actually do a thing … like hockey or something, that we are actually playing the game (and) displaying skills.”
Strategies to Increase Participation

School-based strategies

Schools are ideal places to promote physical activity to adolescents, as they spend a large proportion of their time going to school. Similarly, sporting clubs are in a unique position to reinforce physical activity messages to adolescents by providing opportunities for young people to participate in sport outside of school hours. Developing cooperative links between schools and sporting clubs through physical education curriculum is one strategy to engage adolescents in physical activity both within and outside of school.

The Triple G ‘Girls Get Going in Tennis, in Football and at the YMCA’ program was a school-community linked program that aimed to improve physical activity levels among adolescent girls in Years 7 – 9 in eight secondary schools in regional Victoria, Australia. The program has been described in detail elsewhere (Casey et al., 2012). Briefly, the program aimed to create school and community linkages through the introduction of tennis coaches, football (soccer) coaches, and YMCA instructors into the physical education classroom to teach with physical education teachers in a collaborative manner. The school component involved Year 7 to 9 students receiving two 6-session units – a sport unit (tennis or football) and a recreational unit (YMCA activities). During each of the units, students were made aware of the opportunity to participate in subsequent 8-week tennis, football and YCMA programs outside of school hours as part of the community component of the Triple G program.

Why link community sport programs with school curriculum?

The Triple G program was developed by drawing on the expertise of sport coaches, community instructors, physical education teachers and university researchers to create a program that aimed to enhance student learning and create relevance between student lives ‘at school’ and ‘in the community’. This approach was undertaken to ensure that the program met curriculum standards outlined in the Victorian Essential Learning Standards (VELS), as well as current coaching approaches in community sport and active recreation settings. Ultimately, the collaborative approach to program design aimed to enhance the similarity of activities undertaken in the two settings and establish a formal opportunity to link physical education curriculum with community sport and active recreation.

The Teaching/Coaching Approach - Games Sense

The design of the tennis unit in the Triple G program drew from the ‘Games Sense’ approach to teaching and coaching to meet the needs of three key stakeholders – tennis coaches and clubs, physical education teachers, and adolescent girls. Games Sense was adopted because it:

- aligns with current tennis coaching approaches. For example, the MLC Tennis Hot Shots program (Tennis Australia, 2012) adopts a game-centred approach to teaching tennis in schools and clubs for primary school-aged children.
- is an approach to teaching and learning in physical education settings and aims to facilitate a level of understanding that can be applied to a tennis game and game-like situations and can be transferred to other similar net-wall games like badminton and table tennis, and
- emphasises students’ tactical awareness and decision-making abilities rather than overemphasising skills and drills which tend to negatively impact student motivation to participate in physical activities. Reducing the emphasis on skills and drills was particularly important to overcome participation barriers that had been reported by adolescent girls, especially among those with self-reported low levels of perceived sport competence.
How can I apply a Games Sense approach?

The central feature of lessons adopting a Games Sense approach is playing the game of tennis or modified versions of the game via key strategies implemented by coaches and/or teachers. A game-centred approach has been applied in the MLC Tennis Hot Shots in Schools resource (Tennis Australia, 2012), which emphasises three key principles:

• play with purpose
• use guided or open ended questions to think about the game
• guide more, direct less

The Games Sense approach involves facilitating lessons that encourage students to “play with purpose” by ensuring a tactical problem is a key learning outcome of the lesson (Tennis Australia, 2012). Incorporating a tactical problem as the focus of the lesson provides students with opportunities to problem solve game-based situations such as identifying play positions and options in a given situation. Implementing tactical problems will require the coach and/or teacher to guide play using questions to promote tactical understanding of the game (Tennis Australia, 2012).

Finally, the teaching/coaching style in a Games Sense approach should emphasise an indirect teaching/coaching style to “guide more and direct less” to foster student decision making and reduce the emphasise on skill performance (Tennis Australia, 2012). However, teachers/coaches may need to implement some direct teaching/coaching styles depending on the motor and technical skills of the students to allow them to maintain game play like maintaining a rally in tennis (Tennis Australia, 2012).

Implementing the Games Sense approach involves addressing six steps, outlined below, using tennis as an example (Metzler, 2005, p. 404-405).

**Considerations for implementing a school-based program**

**Strategies from the MLC Tennis Hot Shots Program (Tennis Australia, 2012)**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Introduce the game, including its classification (net/wall games) and an overview of how it is played.</td>
</tr>
<tr>
<td>Step 2</td>
<td>Develop game appreciation to promote student interest in the game by teaching students its history and traditions.</td>
</tr>
<tr>
<td>Step 3</td>
<td>Identify the major tactical problems within the game to develop student’s tactical awareness.</td>
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<tr>
<td>Step 4</td>
<td>Use game-like learning activities (game forms) that teach students to recognize when and how to apply tactical knowledge.</td>
</tr>
<tr>
<td>Step 5</td>
<td>Begin to combine tactical knowledge with skill execution, again in game-like situations (note - normally this is what is first taught in traditional PE).</td>
</tr>
<tr>
<td>Step 6</td>
<td>Students develop proficient performance ability, based on this combination of tactical and skill knowledge, and they apply that knowledge in game forms or full versions of the games.</td>
</tr>
</tbody>
</table>
Modifying the tennis environment

A modified tennis environment involves scaling the equipment and court size to the age, size and skill level of participants. Tennis Australia research has identified that modifying the tennis environment can enhance student learning.

The MLC Tennis Hot Shots program has identified five progressive stages to modifying the tennis environment for school-based programs, which align with the five primary bands of the National Shaping Paper for Health and Physical Education.

<table>
<thead>
<tr>
<th>Band</th>
<th>Colour</th>
<th>Description</th>
<th>Court size</th>
<th>Ball</th>
<th>Racquet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>Purple</td>
<td>Students are introduced to tennis through learning basic FMS &amp; PMS skills which will assist them in grasping the key skills required to play tennis.</td>
<td>Defined spaces which can be determined by the teacher and student</td>
<td>Large soft balls of varying sizes Wilson foam ball</td>
<td>Paddle bat, 19 or 21 inch racquet</td>
</tr>
<tr>
<td>Years 1 - 2</td>
<td>Blue</td>
<td>Students are introduced to the general principles of tennis through participating in a range of challenging activities.</td>
<td>Defined spaces which can be determined by the teacher and student</td>
<td>Large soft balls of varying sizes Wilson foam ball Wilson red ball 25% compression</td>
<td>Paddle bat, 19 or 21 inch racquet</td>
</tr>
<tr>
<td>Years 3 - 4</td>
<td>Red</td>
<td>Students will learn the basic groundstrokes, volley and serve skills required to rally the ball and play games.</td>
<td>3m wide x 8.23m long or 6m wide x 10.97m long or students to define their own space</td>
<td>Wilson foam ball Wilson red ball 25% compression</td>
<td>Paddle bat, 19, 21 or 23 inch racquet</td>
</tr>
<tr>
<td>Years 5 - 6</td>
<td>Orange</td>
<td>Students will refine their skills through games which focus on tactics and all court play.</td>
<td>6.4m wide x 18.28m long or a red court 6m wide x 10.97m long</td>
<td>Wilson orange ball 50% compression</td>
<td>23 or 25 inch racquet</td>
</tr>
<tr>
<td>Years 7 - 8</td>
<td>Green</td>
<td>Students will bring all elements of playing the game of tennis into practice; with students strategically deciding on shot making and participating in singles and doubles play.</td>
<td>8.23m wide (singles) or 10.97m wide (doubles) x 23.78m long. Note: this is a full size tennis court which can also be used</td>
<td>Wilson green ball 70% compression</td>
<td>25, 26 or 27 inch racquet</td>
</tr>
</tbody>
</table>


Court size

The MLC Hot Shots program suggests that teachers/coaches modify the tennis court size to help build participants’ competence and confidence with playing tennis. It is suggested that participants start on a smaller court size and progress to larger court sizes as their skills and confidence develop.

Teachers/coaches can define the court size with markers or cones and the court space outlined is a guide to ideal court spacing. The teacher/coach and students can define their own court dimensions for the purple (Foundation Band) and blue (Years 1 – 2) bands and as students’ progress they increase the size of the court from red (Years 3 – 4) to orange (Years 5 – 6) and to green (Years 7 – 8), which aligns with the five progressive stages in modifying the tennis environment.

Managing a large class group

Many teachers perceive that they just do not have the space to play tennis at school in a way that enables maximum participation and involvement. The MLC Tennis Hot Shots Program (Tennis Australia, 2012) provides suggestions on how to handle a large group participating in a tennis activity.

Some ideas on how to handle a large group include:

- Ensure students are spread out with clear space available. This will ensure no-one is struck by racquets or balls.
- Construct activities in a way that minimises the chances of students being hit by a ball from another student.
- Ensure students are fully engaged in the activity which they are participating in.
- Provide instructions and demonstrations if required so that students understand how to participate in an activity.
- When required, ask students how they would change or modify a game if progression or regression is required.
- Ensure students have sufficient space to practice swings.
- Place left-handed students in appropriate positions to avoid racquet collisions with righthanded students (generally on the end of the court space).
- Ensure balls are regularly cleared from the court surface to prevent students from stepping on them.
- Ensure the court surface is dry, clean and clear of foreign objects.
- Ensure each session takes place in a safe and healthy environment. The teacher must be a firm leader on this aspect of the session. Accidents and injuries can be minimised by closely scanning the tennis environment and maintaining control of the session.

It is the role of the teacher to ensure that the environment is safe for all students to be able to participate.


Linking tennis in school to tennis clubs

A key aim of the Australian Curriculum for Health and Physical Education is to “enable children and young people to promote their own and others’ health, wellbeing, safety and participation in physical activity across their lifespan” (ACARA, 2012, p. 7). Similarly, many sports deliver programs in school settings to promote sport participation as a form of physical activity outside of school hours to increase sport participation in sports clubs (Eime & Payne, 2009).

It is suggested that teachers, and coaches working within the school setting emphasise the congruence of activities between the school and community settings (Casey, et al., 2012). This might involve coaches and sports clubs working collaboratively with teachers to find opportunities to formally link school physical education and non-curricular physical activities with community-based sport and active recreation programs. In doing so, there are some key considerations to address such as school timetabling, communication and decisions around program delivery. This is especially important as schools are complex and challenging settings to work within and can be constrained by barriers such as organisational factors, lack of resources and crowded curriculum (Jenkinson et al. 2012). Barriers to implementing programs in schools include the absence of program champions (advocates), poor integration of the program within ongoing existing structures and programs, limited teacher training, insufficient program support materials and staff turnover (Hayes, Mills, Christie, & Lingard, 2006). Therefore, linking tennis in school to tennis clubs outside of school requires careful consideration and planning by all involved.
Sample lesson plans from the Year 8 (VELS Level 5) Tennis Unit

Lesson plans were created for the school component of the Triple G (Girls Get Going) program. The lesson plans adopted a Games Sense Teaching approach and included opportunities to link local tennis coaches/clubs into the sessions. Lesson plans for both Year 8 (VELS Level 5) and Year 9 (VELS Level 6) were developed and are available from Tennis Victoria. For more information see:


Sample materials from the Year 8 unit are provided on the following pages. Included are: Introductory information, outline of the six sessions and detailed materials for session 1. Included in the six sessions are icon graphics to provide cues for teachers to address barriers to participation in physical activity such as modifying activities to make them easier or harder, or considering the group composition to ensure an inclusive environment. In addition, at the conclusion of each session there is reference to self-management journal activities, which are not available in this resource. However, you can set your own journal activities to develop a range of cognitive (e.g. thinking, understanding and comprehending) and behavioural (e.g. doing things) skills to help students become more active and/or maintain their activity levels. For example, you could ask students to: design an activity that they could participate in at home; establish a rewards system for completing regular physical activity; or identify the health benefits associated with being active.

For more lesson plans contact Tennis Victoria.

Important information on how to use the lessons

Take a flexible view of the lessons

Teach the same lesson more than once

Sometimes it makes sense to repeat a lesson so that students are not rushed into the next one. There are no rules which state you must complete all lessons in a stage whilst working towards the key end game.

Be prepared to re-visit (repeat) activities

At this stage, students need to experiment through play and practice and repeat fundamental movement skills as many times as possible. Students will have greater opportunities to see how much they have improved.

Mix it up during a lesson

There are variations to all lessons however if you find that an activity is not working, ask the students how they would change it to make it more or less challenging. You may have some students who are more competent than others undertake activities from the blue stage (next stage in the resource).

The idea of providing opportunities for continual practice of strokes is very important, as is the need to maximise the number of hits a student performs during a lesson. This should be at the forefront when planning your lessons.

Other features of the lesson

Variations

Variations act as suggested ways for changing an activity to make it more (or less) challenging. At this stage, it could include changing the distance between a child and the target, changing hands when rolling, throwing and catching a ball, using different sized balls and making the playing area smaller or larger.

Scoring

In some activities basic scoring principles will be introduced which will assist the students in achieving a holistic understanding of the game of tennis. Scoring at this stage may be how many throws you were able to achieve or how many times you were able to catch the ball.

Tips

These are provided to support teachers in the way that you go about your teaching. They can also be used to emphasise a technical or tactical point which will help a student’s performance.

Did you knows

Are included throughout this resource to provide specific information on a new shot or element being introduced into the game or a specific fact about tennis. Even though the did you knows section is not present in this stage, it is important to understand how they work and their relevance.

Focus questions

Each lesson contains focus questions and encourages students to think about the activity they are participating in. The questions assist in improving how movements are performed and promote understanding as to why moving in a certain way can achieve a good result. Focus questions should be open ended questions which will guide the student’s learning.

Student reflection

At the completion of a lesson, students can be asked to reflect on what they have participated in and also what they have learnt during the activities. This will help facilitate their learning and embed their understanding of the game. Even though the reflection questions are not present in this stage, it is an important process to follow.


**SESSION 1: OVERVIEW**

**Tactical Problem/Focus:** Students will comprehend how to participate in a game of tennis by identifying strategies to keep the ball in play in a designated area.

- To display tactical awareness of:
  - The court area and how to estimate where a ball will land after it is thrown or hit.
  - Where to position oneself on the court to receive the ball.
  - How to keep the ball in play by selecting to send and receive forehands and backhands in response to opponent’s play.

**Links to VELS:**

- **Level 5: Health and Physical Education Domain**
  - Movement and physical activity dimension
    - Students combine motor skills, strategic thinking and tactical knowledge to improve individual performance.
    - Students maintain regular participation in moderate to vigorous physical activity.

- **Level 5: Interpersonal Development Domain**
  - Working in teams dimension
    - Students support other members to share information, explore the ideas of others and work cooperatively to achieve a shared purpose within a realistic timeframe.

**Lesson Outcomes:** Students will comprehend how to participate in a game of tennis by identifying strategies to keep the ball in play in a designated area.

**Activities:**

- Students will interpret how hitting to a target impacts on an opponent’s ability to return the ball.
- Students will analyse how shot depth and direction, at the start of a point and during play, impacts on an opponent’s ability to return the ball to play.
- Students will comprehend how their position on the court influences their decision making in relation to transition and net plays.
- Students will interpret how player positioning during doubles impacts on their opponent’s ability to return the ball to play.
- Students will translate a comprehension of point construction or ‘building a point’ during game play in the community club setting.

<table>
<thead>
<tr>
<th>Session</th>
<th>Tactical Problem and Lesson Outcomes</th>
<th>Activities</th>
<th>Introductory Game Form</th>
<th>Progressions and Game Forms</th>
<th>Concluding Game</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students will comprehend how to participate in a game of tennis by identifying strategies to keep the ball in play in a designated area.</td>
<td></td>
<td>Tennis points hand game.</td>
<td>Individual bump up.</td>
<td>Game Play – Seven Up</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tennis ball zone tag.</td>
<td>Traffic light target hitting.</td>
<td>Game Play – 5 point wonder</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Students will interpret how hitting to a target area on the court impacts on their opponent’s ability to return the ball.</td>
<td>Hip pass team game.</td>
<td>Throw tennis – right and left.</td>
<td>Queen of points</td>
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<tr>
<td></td>
<td></td>
<td>Over-arm throw – baseline to baseline.</td>
<td>Serve and return game.</td>
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</tr>
<tr>
<td>3</td>
<td>Students will analyse how shot depth and direction, at the start of a point and during play, impacts on an opponent’s ability to return the ball to play.</td>
<td>Tennis ball zone tag.</td>
<td>Traffic light target hitting.</td>
<td></td>
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<tr>
<td>4</td>
<td>Students will comprehend how their position on the court influences their decision making in relation to transition and net plays.</td>
<td>Doubles shadow tag.</td>
<td>Zone plays – What would I do?</td>
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<tr>
<td></td>
<td></td>
<td>Pairs continuous rally.</td>
<td>Technical assistance – Introducing the split step and volleys.</td>
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<tr>
<td>5</td>
<td>Students will interpret how player positioning during doubles impacts on their opponent’s ability to return the ball to play.</td>
<td>Tennis Slams:</td>
<td>Tennis Slams:</td>
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<tr>
<td></td>
<td></td>
<td>Paris Slam – both players back.</td>
<td>Paris Slam – both players back.</td>
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</tr>
<tr>
<td>6</td>
<td>Students will translate a comprehension of point construction or ‘building a point’ during game play in the community club setting.</td>
<td>Team warm up challenge – presenting to your peers.</td>
<td>‘Everyone’s a winner’ -12 v 12 doubles Tournament or Round Robin competition (at discretion of club coach).</td>
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Source: Mooney et al., 2011
INTRODUCTORY GAME FORM

Activity: Tennis Points ‘Hands On’

Objectives:

- **Tactical Focus**
  - Students identify the court area and how to participate in a ‘net/wall’ game that ‘scores’ using ‘points’.

- **Cognitive-Affective-Psychomotor**
  - Students estimate where a ball will land after it is thrown and then move to the correct location to catch the ball (Perception).

Equipment

- 12-15 green or yellow tennis balls;
- Strip markers to mark out court area

Safety Considerations

- Ensure court is free from stray tennis balls. Students are instructed not to run on to other player’s court area. They need to stay within their defined court area.

Activity Focus

<table>
<thead>
<tr>
<th>Game Sense</th>
<th>Friendship groupings</th>
<th>Competitive activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Approach</td>
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</tbody>
</table>

Instructions

**Before you begin**

- Introduce guest coach – mention we will be working with the coach for some of the sessions and for the final lesson you will have the opportunity to play at the local tennis club.
- Introduce the Tennis unit as part of the Triple G program (e.g. involvement of coach in lesson, visit to club facility, new tennis activities).
- Organise students into groups of 4 and allocate them a court area.
- Ask students:
  - Question 1: How do you play tennis? E.g. hit the ball over the net into the court area.
  - Question 2: How do you win points? E.g. make opponents move to create errors, ball is directed away from opponent.

**How to play**

- On each court area, divide groups into playing pairs (left and right halves of the court), or similar area designated by strip markers, and issue them with one tennis ball.
- Students will play in the service box or similar defined area as marked by strip markers.
- Coach/Teacher to demonstrate how to play “hands on tennis”:
  - Throw ball over net away from opponent, opponent to move to catch the ball after one bounce and then return over the net back to opponent.
  - A point is conceded if a student:
    - Throws the ball into the net.
    - Throws the ball out of the defined court area.
    - Does not reach the ball to effect a catch after one bounce.
- On ‘go’, students take turns to underarm throw ball over net, playing points immediately.
  - Points are awarded – 1, 2, 3, 4, 5.
- First player to reach five points wins this activity. Swap with the court next to you to play another opponent.

**Teaching and Learning Cues**

- Encourage students to catch the ball in front at waist height to simulate the impact position.
- Students are developing control and direction of their throw (simulating strokes).
- Students are simulating tennis lateral movements and balance.
- Skill acquisition focus is ‘reception overload’.

**Diagram** (Adapted from MLC Tennis Hotshots, Red Stage, Tennis Australia, p. 4)

**Higher order thinking skills**: Where did you throw the ball to maximise your chance to win the point?

**Modifications/extension activities**: Introduce an additional tennis ball – two players now throw two balls at the same time.
Activity: Racquet Familiarisation Activities
- Individual Bump up; Bump up challenge; Clap on bounce

Objectives:

**Tactical Focus**
- Students predict how the bounce of the ball impacts on their ability to hit the ball into a designated area.

**Cognitive-Affective-Psychomotor**
- Students use sensory cues to guide motor activity in controlling the racquet.

**Equipment**
- 1 x orange or green ball for each student;
- 1 x racquet for each student;
- 2 x strip markers for each student.

**Safety Considerations**
- Ensure court is free from stray tennis balls; Ensure students are spaced a safe distance apart and instructed not to run on to other player’s court areas.

**Activity Focus**

<table>
<thead>
<tr>
<th>Direct Instruction teaching approach</th>
<th>Individual skills development</th>
<th>Consider group composition</th>
<th>Competitive activity</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

**Instructions**

**Before you begin**
- Explain and demonstrate to students the basic grip (shake hands with racquet, little finger at the butt of the racquet).

**How to play: Individual bump up**
- Students hold racquet, with face pointing upward and ball stationery on racquet, then “bump-up” (bouncing ball off strings) the ball into the air and let it bounce on the ground. When the ball returns to waist height, “bump-up” again.
- Practice, then count how many bumps in 30 seconds on ‘Go’.

**Teaching and Learning Cues**
- Encourage the students to let the ball bounce to waist height then “bump it up”.
- Don’t forget to remind students to use their knees.

**Mapping progress:** Students count how many bumps they achieve in the first 30 seconds and then see if they can beat this score in a second 30 seconds.

**How to play: Bump up challenge**
- From the groups of 4 that students were in from the first activity - “tennis points – hands on”, organise students into pairs.
- Place two strip markers down to form a one metre square:
  - Players are not allowed into the square.
  - Players alternate shots attempting to bump up and try to land the ball in the square (mini-court).
  - Players score points if opponent makes an error.
  - Play to time, or highest score in one minute.

**Teaching and Learning Cues**
- Encourage the students to let the ball bounce to waist height then ‘bump it up’.
- Don’t forget to remind students to use their knees.

**Modifications/extension activities:** Swap partners with the other pair from your original group of 4 so that you can challenge someone else.

**Take a good look:** Reinforce a no put down zone. Praise students who are providing encouragement for others or other positive social behaviours.

**How to play - Clap on Bounce**
- Students remain in pairs standing one metre apart.
- Player 1 lifts the ball up, approximately 30 cm, from hand in the centre.
- Player 2 allows the ball to move upwards then attempts to clap at the same time as the ball bounces.
- Change roles.

**Teaching and Learning Cues**
- Encourage students to clap on bounces

**Modifications/extension activities**
- Encourage students to bump the ball so that their partner has to move to get the ball.
- Introduce a second tennis ball.

**Catchy facts**
- From baseline to baseline how long is a tennis court? **Answer: 23.77m long.**
- From sideline to sideline (doubles court) how wide is a tennis court? **Answer: 10.97m wide** (Tennis Australia, 2005).
Activity: Throw and Hit

Objectives:

Tactical Focus
- Introduce the co-operative rally so that students will comprehend how their movement and positioning impacts on their ability to return the ball to play.

Cognitive-Affective-Psychomotor
- Students use sensory cues to guide motor activity in controlling the racquet.
- Students identify the sequence of movements required to send and receive forehand and backhand strokes.

Equipment
- 1 x orange or green ball for each pair;
- 1 x racquet for each student;
- 2 x strip markers for each student.

Safety Considerations
- Ensure court is free from stray tennis balls; Ensure students are spaced a safe distance apart and instructed not to run on to other player’s court areas; Instruct throwers to have their racquets at least two-three metres away (or tucked under their arm) while completing the activity.

Activity Focus

<table>
<thead>
<tr>
<th>Direct Instruction</th>
<th>Friendship groups</th>
<th>Teacher joins in</th>
<th>Competitive activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching approach</td>
<td></td>
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</tr>
</tbody>
</table>

Instructions

Before you begin
- Set up four tennis courts, each with 2 (mini-court) service box areas and an area near the fence and allocated 6 players per court. Alternatively 12 large red courts as described in Appendix 1.
- Distribute one extra tennis racquet to each mini-court so that all students now have a racquet.
- Two pairs on a court and one pair behind the court.

How to play
- In pairs, one student throws the ball over the net to the right hand side of their partner.
- The partner moves to the ball and hits a forehand stroke which the thrower attempts to catch after one bounce.
- Ensure students stay within the court area.
- Repeat for one minute.
- Students then rotate clockwise over so that they have changed roles and repeat activity so that all students have had a turn experimenting with the forehand stroke (6 minutes).
- Pairs switch and repeat (2 minutes).
- Repeat the activity by throwing the ball to the left hand side of their partner so that they can use a backhand stroke (6 minutes).
- Pairs switch and repeat (2 minutes).

While the pair is off-court waiting
- Students complete the activity above at the back of the court (fence) across the court.

Involve the whole group
- After students have each had a turn at both a forehand and backhand stroke, challenge students to try and complete ten successful catches in a row.
  A successful catch is achieved if the ball has been hit and then bounces once and the partner catches the tennis ball.

Teaching and Learning Cues

Modifications/extension activities
- Encourage students to throw the ball so that their partner has to move to get the ball.
- Encourage throwers to throw the ball a little wider from their partner.
- Encourage the hitters to nominate where they are going to hit the ball before they hit it so that their partner has a better chance of catching it.
Activity: Bounce, Hit, Catch

Objectives:

**Tactical Focus**
- Continue with the co-operative rally so that students will comprehend how their movement and positioning impacts on their ability to return the ball to play.

**Cognitive-Affective-Psychomotor**
- Students use sensory cues to guide motor activity in controlling the racquet.
- Students identify the sequence of movements required to send and receive forehand and backhand strokes.

**Equipment**
- 1 x orange or green tennis balls for each pair, 1 x racquet for each student, 2 x strip markers for each student.

**Safety Considerations**
- Ensure the throwers have their racquets outside of the court area (or tucked under their arm) while they are the catcher.

**Activity Focus**

<table>
<thead>
<tr>
<th>Co-operative learning teaching approach</th>
<th>Friendship groups</th>
<th>Teacher joins in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friendship groups</td>
<td>Teacher joins in</td>
<td></td>
</tr>
</tbody>
</table>

**Instructions**

**Before you begin**
- This activity is played in the same court area and format as for the previous activity.

**How to play**
- Ask one student in the pair to put their racquet down (ensure it is out of the court playing area). The other student in the pair bounces the ball and hits the ball to a target area. (Ask the students to use their strip markers to make a square).
- The partner has to move to the ball, let it bounce, and catch it with two hands. Then the student who has caught the ball picks up their racquet and bounces the ball and hits a return to the target area.
- Repeat this sequence 10 times.
- Rotate one position clockwise Repeat 6 times.
- After students have completed this sequence, one student bounces and hits the ball to a target area.
- The players have to move to the ball, let it bounce and catch it with one hand or on their racquet. Complete this sequence 5 times before rotating clockwise.

**Teaching and Learning Cues**
- Encourage students to bounce the ball to the side – in front of the body and let it bounce to waist level.

**Higher order thinking skills**
- How does your movement to the ball impact on your ability to hit the ball? Answer: Movement to the ball allows you to hit the ball at the top of the bounce, or to be in position to let the ball drop if it has bounced to high.
- What was important if you wanted to maximise your chance of catching the ball? Answer: Watch the ball – concentrate on the spot you wish to catch the ball.
Activity: Technical Assistance – Forehand and Backhand

Objectives:

<table>
<thead>
<tr>
<th>Tactical Focus</th>
<th>Cognitive-Affective-Psychomotor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students predict how their movement to the ball impacts on their ability to hit into a designated area using the forehand and backhand stroke.</td>
<td>Students identify reasons for common errors when attempting to hit to a designated area using the forehand and backhand stroke.</td>
</tr>
</tbody>
</table>

Equipment
- 1 x orange or green tennis balls for each pair,
- 1 x racquet for each student,
- 2 x strip markers for each student.

Safety Considerations
- Ensure playing area is free from stray tennis balls; Ensure adequate distance between court areas.

Activity Focus

Direct Instruction teaching approach | Individual skills development

Diagram

Instructions

Before you begin
- Coach/Teacher demonstrates one or two key points to the entire class.

How to play
- In pairs, one student throws ball to the right hand side of partner.
- The partner moves to the ball and hits a forehand stroke to the designated area which the thrower attempts to catch after one bounce.
- Play for two minutes and rotate.
- Repeat process with backhand stroke.

Teaching and Learning Cues
- Keep instruction very basic here.
- Ready position.
- Circular motion for the backswing.
- A low to high forward swing.

Technical emphasis
- Contact should occur on straight (vertical) strings.

Take a good look: If students are struggling with the backhand stroke, you could suggest a two-handed grip.
**Activity: Mini - Tennis Rallying**

**Objectives:**

**Tactical Focus**
- Students predict how their movement to the ball impacts on their ability to send and receive the ball using the forehand and backhand stroke.

**Cognitive-Affective-Psychomotor**
- Students identify reasons for common errors when attempting to hit to a designated area using the forehand and backhand stroke.
- Students reproduce footwork recovery positions to the centre of the court in readiness for their next play.
- Students discuss strategies to work collaboratively to keep the ball in play.

**Equipment**
- 1 x orange or green tennis balls for each pair,
- 1 x racquet for each student,
- 2 x strip markers for each student.

**Safety Considerations**
- Ensure playing area is free from stray tennis balls; Ensure adequate distance between court areas.

**Activity Focus**

<table>
<thead>
<tr>
<th>Game sense teaching approach</th>
<th>Friendship groupings</th>
<th>Working collaboratively</th>
<th>Teacher joins in</th>
</tr>
</thead>
</table>

**Instructions**

**Before you begin**
- Coach/Teacher to demonstrate a short rally involving a bounce hit serve and return.
- Organise students so that there are six students on each court.

**How to play**
- Students (4) rally using forehands and backhands.
- Other two players at net post.
- The aim is to keep the rally going through controlling the swing pattern.
- When a pair gets a rally of six, they call out stop and all players move one place to their left on the court.
- Repeat the activity with a new partner.
- Can be used with a six player rotation.

**Teaching and Learning Cues**
- Keep moving back toward the centre of the court after each shot.
- Concentrate on where your partner’s stroke is being hit.

**High Order Thinking Skills – questioning:** How does where you position yourself on the court help you to keep the ball in play?

**Pump it up:** Encourage students to move quickly back to the centre of the court in an effort to raise their heart rate.
CONCLUDING ACTIVITY

Activity: Game Play – Seven Up

Objectives:

<table>
<thead>
<tr>
<th>Tactical Focus</th>
<th>Cognitive-Affective-Psychomotor</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students comprehend how the game of tennis is played through participation in a game form that requires students to play and score using points.</td>
<td>• Students use sensory cues to hit the ball into the designated court area away from opponent in an attempt to win the point.</td>
</tr>
</tbody>
</table>

Equipment

• 1 x orange or green tennis ball per court;
• 1 x racquet for each student,
• 2 x strip markers per student.

Safety Considerations

• Ensure playing area is free from stray tennis balls; Ensure adequate distance between court areas.

Activity Focus

<table>
<thead>
<tr>
<th>Game sense teaching approach</th>
<th>Friendship groupings</th>
<th>Competitive Activity</th>
<th>Take home message</th>
</tr>
</thead>
<tbody>
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</table>

Instructions

Before you begin

• Four, six or eight players per court depending on court availability.
• Accommodate more experienced players with compatible opponents and lengthen court.
• Ensure there is one court area per pair.

How to play

• Students attempt to play singles ‘points’ by starting a rally with an underarm bounce serve.
• The opponent attempts to return the ball into the court area.
• Students have two serves each and then their opponent is responsible for starting play with the serve.
• When students reach seven points they win that round and then switch opponents with the court next to them.
• If students reach six-points-all, they need to win by a margin or at least two points.
• To finish the session set the self-management journal entry from Module 1 or 2, Entry 1. (Module number depends upon whether this is the first or second Triple G program for the year. For instance, complete the activity work the web to learn about physical activity.

Teaching and Learning Cues

• Keep moving back toward the centre of the court after each shot.
• Concentrate on where your partner’s stroke is being hit.

Spark the imagination

Students could come up with some of the rules around how a point is awarded. Some suggestions include:

• The ball is hit outside of the designated court area.
• The ball hits the net.
• A player hits the ball more than once before returning the ball over the net.
• The ball bounces twice before a player hits it.

Higher order thinking skills

• Where did you hit the ball in your opponent’s court to maximise your chance of winning the point?
• What are the two dimensions on the court that are relevant when trying to hit the ball into a designated area? Answer: Length and width.
Competence and confidence are key influences on adolescent females’ participation in sport. When it comes to participation in sport and active recreation, many girls perceive that ‘everyone else will be better than me’ and that ‘there is no entry level for beginners my age’. Participation in sport and active recreation can therefore seem daunting, particularly at a time when ‘fitting in’ is crucial to an adolescent. Furthermore, a strong focus on winning and being competitive in club sport can deter the motivation of some girls as they fear being picked last for teams or not qualifying to participate in the ‘best team’.

Girls report that the main factors motivating them to participate in sport and active recreation is fun and to improve health.

Strategies to help address girls competence and confidence

- Provide a range of participation opportunities that cater for different skill levels and interests (e.g. social, competitive)
- Apply a ‘learn through play’ coaching approach (e.g. Game Sense) that includes using modified equipment (racquets, balls, net), rules and court size to make the game easier to learn for beginners with a focus on tactics and rallying rather than isolated to skill development
- Promote beginner opportunities
- Promote a focus on participation rather than competition

Strategies to help promote participation for fun and health

- Focus on participation for fun and health and not solely on competition
- Motivate participation by emphasising intrinsic rewards (e.g. fun, pleasure, challenge) rather than extrinsic rewards (e.g. winning, proving superiority to others) for participation
- Do things that make sport and recreation more enjoyable (e.g. ask girls to bring music to their session)
Participation in sport and recreation is associated with socio-economic status. Girls from low socio-economic families are less likely to be involved in sporting clubs as their family may not be able to afford the participation costs and/or young people must work to supplement the family income.

**Strategies to help address the cost of participation**

- Provide short term membership options rather than yearly memberships.
- Offer start-up or introductory membership/payment options so adolescents can try before they commit to a full-year membership.
- Have free or discounted equipment to borrow/hire.
- Offer casual membership options (i.e. pay as you go).
- Offer two for one membership or discounts for friend/family.
- Offer current participants a discount if they bring a paying friend to the club.
- Offer membership or participant fee on a sliding scale based on their participation levels (e.g. social, irregular, regular).
- Offer participants fundraising opportunities to help offset the costs of participating.

**Lack of time is often reported by adolescents due to their increasingly busy lifestyles and competing priorities (work, study, social interests)**

**Strategies to help fit with adolescents’ busy lifestyles**

- Reduce competition times to allow for busy lifestyles. For example shorter number of weeks, rotating player rosters, or reduce competition time formats.
- Offer flexible competition/program times during the week and/or weekends.
- Have a rotation system where players are not required to commit to every session each week.

Social media use is popular among young people including children as young as eight. McAfee (2013) examined the online behaviour of tweens (8 – 12 years) and teens (13 – 17 years) in Australia and found that:

- Two thirds of tweens use mobiles and tablets for 1.5 hours per day and 42% are using this time to chat with friends.
- Skype and Facebook are among the popular social networking website for tweens, with Club Penguin and Instagram also common sites.

**Strategies to promote activities via social media**

- Develop a communication strategy for social media - what do you want to achieve from social media, how much time are you willing to invest, what information will you post?
- Once a communication strategy is developed create an online presence and build an audience. Keep in mind that posted content needs to be relevant or you risk losing your audience as posts become junk mail.
- Build your online audience by:
  - Creating content that existing members can share, like, tweet or follow.
  - Respond to your online audience in a timely way.
  - Consider strategies to manage negative feedback. It is important to acknowledge everyone can see your response, thus it is important to be professional, fair and resolve matters quickly. Consider customer service strategies to turn negative feedback/experiences into positive ones.

**Facts and strategies to address the social environment**

Social support is one of the most important factors for motivating young people to be active. It can come from family, friends or coaches. There are many forms of support including watching, participation by family and/or friends, providing transport, encouraging or praising participation, coaching, or volunteering.

- The role of family support changes during the adolescent years. For example, younger adolescents rely heavily on parents for moral support and transport, whereas late adolescents look more to their peers for support and have greater independence to get themselves to and from activities.
- The social nature of sport is a key reason why most people participate in sport and recreation. In particular, friends play a critical role to facilitate female adolescents’ participation in sport as most adolescent females participate to be with friends and to make new friends. In fact some girl’s main reason for participation is for the social opportunities and not skill development or competition.
- Coaches and club volunteers also play an important role for female adolescents’ participation in sport. Adolescent girls prefer friendly and welcoming coaches, whereas, aggressive or unsupportive coaches are a deterrent and particularly for those just starting out. In addition, coaches who focus too much on competition can deter some adolescent females. In fact, a friendly and welcoming club environment is often more important than any other club policy or practice. For example, did you know some girls will only approach and join a club if they know someone there or have been personally invited!
- It is also important that coaches are able to recognise the different skill levels of girls to prevent boredom for those that are highly skilled and minimise feelings of intimidation by those with less skill.
- Word-of-mouth via social networks (e.g. school setting, Facebook, mentoring opportunities) is one of the fastest way to promote your club among young people.

**Strategies to help promote social benefits of participation**

- Encourage parents to play an active role at the club via coaching, volunteering, watching, car pooling rosters, or even participating with their child.
- Promote “being a friend” or family member.
- Run social events for adolescents (e.g. movie night, BBQ).
- Provide youth-friendly, spaces at the club by asking girls to design their own club room space and set rules for how the space should be looked after.
- Provide single-sex as well as co-gender activities (where appropriate).
- Consider youth-friendly messages and communication strategies (e.g. promotional material that specifically targets specific age groups, skill levels, and interests e.g. beginner groups).

Some girls have reported that they “don’t feel accepted” by others in the club or group. These feelings may be real or perceived and it is important to promote "inclusion" within the club.

- It can be very daunting for a young person to enter a club environment. They often worry about how they look to others in terms of their appearance and performance. Take a good look at your club environment and the social dynamics from a new member’s perspective.
- Sometimes clubs can be perceived by outsiders as ‘exclusive’, especially when teams are strong and well established.
• Some adolescent girls dislike participating with or around males. This is sometimes due to a difference in motor skills between the sexes, but may also be due to males’ behaviour toward females (e.g. teasing, intimidating or dominating club activities).
• Adolescents are heavily influenced by stereotypes of what a female should be like, and often females do not view competitive physical activity or sport as part of that stereotype.

### Facts and strategies to address the organisational and physical environment

Girls’ interest in club sport can range from a competitive focus to non-competitive. Does your club cater for all types of girls?

Girls’ interest in club sport may vary because all girls are not the same. They have different interests and these often change as they make the transition from childhood to adulthood. For example, girls have reported wanting changes from competition to social play or changes from a performance focus to a health and fitness focus. Girls have also reported having to manage competing priorities (e.g. work, study and social interests) and sometimes sport is the first to be sacrificed.

**Strategies to address the organisational environment**

- Designate a ‘welcoming’ person (e.g. club ambassador) whose responsibility is to meet and greet new members, run induction sessions to provide information on membership options, club events and policies, and/or link the new member with a peer mentor.
- Promote an inclusive club environment to your club members.

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- Adolescents are heavily influenced by stereotypes of what a female should be like, and often females do not view competitive physical activity or sport as part of that stereotype.

### Strategies for an inclusive club environment

- Offer ‘come and try’ days whereby girls can have time to trial, observe and experiment before signing up as a yearly member.
- Invite girls to participate in decision-making about programs – girls can be motivated by having choice, control, and a sense of belongingness (e.g. include adolescent girls on club committee).
- Offer come and try days whereby girls can have time to trial, observe and experiment before signing up as a yearly member.
- Offer casual court hire times where people from the community can book in at times that suit them.

### Social Tennis Program

A social tennis program might be effective for players just starting out and for girls who find traditional competition too long, too serious, and often too much pressure. There are 10 key tips when designing a social program for girls.

**Club Starter Program: 10 Tips**

1. Never, never use single elimination or knockout formats.
2. Use match formats that involve players playing more than one match, in singles and/or doubles format (challenging, rotation, round robin & feed in matches).
3. Let them play the game and don’t get too technical!
4. Encourage team games, give the players roles with names and avoid individual challenges.
5. Matches should only last for a short duration.
6. Use modified rules and scoring.
7. Scoring to a number or to an allocated time is essential for participation and concentration.
8. Bonuses or rewards points are great for reinforcing success of a skill or tactics.
9. Girls will need to be accountable for their own score and entry on team scoresheet.
10. Progress the program gradually to full court and traditional rules.

A range of resources are provided in Appendix 1 through to 5 for your club to plan and consider a social program format adapted from Eime et al. (2011). The formats and rules described in Appendix 3 will help ensure your club’s social program is short, simple and has plenty of matches for every player. These formats allow flexibility to cater for any number of participants in any one session (e.g. a maximum of 24 girls on a minimum of four courts). The formats also offer the chance for girls to play with other players of similar abilities in a fun and friendly atmosphere. By manipulating factors such as: flexible rules on different court formations; and easier scoring with a range of match formats and rotations, clubs can provide players with the fun and experience most girls seek.

Coaches and Club Programs

There are existing program resources that coaches and clubs may find useful to engage adolescent girls in tennis. These include implementing a club social program, or activities such as Cardio tennis or Tennis Xpress. Information and flyers about these programs are shown over the next few pages.

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10. Progress the program gradually to full court and traditional rules.

A range of resources are provided in Appendix 1 through to 5 for your club to plan and consider a social program format adapted from Eime et al. (2011). The formats and rules described in Appendix 3 will help ensure your club’s social program is short, simple and has plenty of matches for every player. These formats allow flexibility to cater for any number of participants in any one session (e.g. a maximum of 24 girls on a minimum of four courts). The formats also offer the chance for girls to play with other players of similar abilities in a fun and friendly atmosphere. By manipulating factors such as: flexible rules on different court formations; and easier scoring with a range of match formats and rotations, clubs can provide players with the fun and experience most girls seek.

Club volunteers and organisers can combine the suggested formats and rules with their own ideas and further suggestions from your club professionals which will help to make this club program and social days/nights more accessible and enjoyable for all players.

The games and formats explained here are just a few of the many different modified activities that you can play tennis. There are plenty of ‘multi-match’ formats at International Tennis Federation www.tennisplayandstay.com that are available for you to use. Some of the activities suitable for incorporating into this program include: Team cones; Team round robin; and Switch doubles by Mike Barrell (www.evolve9.com). There are also resources available via Tennis Australia and Tennis Victoria such as MLC Tennis Hot Shots Manual, Family Friendly Social Competition Formats Booklet, Ladies Social Tennis Guide, and Club Open Day Manual. To request resources, please contact your Community Tennis Officer from Tennis Victoria on 03 8420 8420.
**WHAT IS TENNIS XPRESS?**

Tennis Xpress is an easy, active and fun coaching programme for starter adult players and is recommended by the International Tennis Federation as the best way to learn the game. Tennis Xpress is a 6 week course of 90-hours (6 x 1.5 hours).

During the course, the slower Orange (50% slower) and Green (25% slower) balls ensure that all players quickly learn the rules, the scoring, as well as the basic tactics and techniques of tennis so that they can play tennis successfully within a very short time.

The aim of the course is that starter adult players can serve, rally and score by the end of the first lesson. By the end of the course the players will:

1. know the basic techniques, tactics and the Rules of Tennis
2. be able to play points using the Green ball on a full court

Tennis Xpress is a supporting programme of the ITF Tennis Play and Stay Campaign, which aims to position tennis as easy, fun and healthy.

**COURSE OVERVIEW**

<table>
<thead>
<tr>
<th>SESSION</th>
<th>HOURS</th>
<th>SESSION OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0hrs – 1.5hrs</td>
<td>Learn to rally and learn to score using match tie-break scoring</td>
</tr>
<tr>
<td>2</td>
<td>1.5hrs – 3hrs</td>
<td>Learn to rally and learn to score using standard game scoring</td>
</tr>
<tr>
<td>3</td>
<td>3hrs – 4.5hrs</td>
<td>Learn basic tactics and learn how to serve and return</td>
</tr>
<tr>
<td>4</td>
<td>4.5hrs – 6hrs</td>
<td>Learn to play singles and doubles</td>
</tr>
<tr>
<td>5</td>
<td>6hrs – 7.5hrs</td>
<td>Learn to play and score in singles and doubles matches</td>
</tr>
<tr>
<td>6</td>
<td>7.5hrs – 9hrs</td>
<td>Play a singles and doubles competition</td>
</tr>
</tbody>
</table>

For more information, go to [itftennisxpress.com](http://itftennisxpress.com)
Cardio Tennis programs have hit primary schools and linked local clubs across the country, and now Cardio Tennis is making an impact for secondary schools providing a sample of tennis in a more active, fitness-focused session.

Cardio Tennis is a relatively new program from Tennis Australia that gives participants a fun, social and energising tennis experience in what is more of a high-energy tennis workout rather than a technical skills development session. The benefits for participants is that they can socialise in a group session, have fun ‘playing’ tennis (rather than competing) hitting 90-150 balls a session, while they get fit in a cardio workout that burns 300-800 calories in just 60 minutes!

Cardio Tennis is being delivered by qualified coaches and selected fitness trainers across Australia at clubs and centres. The program has expanded to include the Cardio Tennis in Secondary Schools Program...

- A simple, easy to run program that links to the physical education curriculum
- Can be run by physical education teachers, registered Cardio Tennis coach or fitness trainer
- An energising workout to music that is fun, social and engages the entire class to be involved, active and on the go
- Movement improvement, wearing pedometers and average 5,000 steps per student in 40 minutes
- Skill improvement through play with an average of 150 contact points (hits) with students using low-compression balls, ideally smaller rackets and court size
- Flexibility in delivery: it can be delivered on a tennis court or any flat surface, one lesson or series of lessons, indoor or outdoor and before, during or after school
- Flow on: add competitive elements with cardio tennis challenges, links students to their local coach and centre/club playing opportunities/programs, compliment with skills sessions at school or club

Girls Get Active with Cardio Tennis in Secondary Schools

Tennis Australia’s MLC Hot Shots programs have hit primary schools and linked local clubs across the country, and now Cardio Tennis is making an impact for secondary schools providing a sample of tennis in a more active, fitness-focused session.

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Benefits

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Case Study: Yarra Valley Grammar School

Yarra Valley Grammar in Victoria has enjoyed high participation and positive feedback from their Cardio in Secondary Schools program as part of their physical education classes in a seven week program.

The local Cardio Tennis coach deliverer Chris Guy partnered their PE teacher to team-teach the sessions. “I set out a lesson plan for the teachers and explain each drill as I went along, then had the teacher shadowing which was a great way for them to learn to deliver it themselves in the future,” Guy said.

Modified balls were used in the session with some resistance at first but by the end of the first session it was a non-issue. Guy said the modified balls were best fit because they don’t travel as far off the racket which helps control, and it also helps levels out standards for the game-based activities.

Managing a class group is always tough in a PE class with adolescents but Cardio Tennis’ mass format session plan structure made it easy. “Mass based exercises, where students were paired up across the mini-courts with regular rotation worked well to keep them active and focused,” Guy said.

The use of pedometers as a scoring system has also been a positive. It’s a great equaliser, rewarding hard work and effort rather than natural talent and skill ability. The scoring system can deliver challenges for a group for most number of steps, but also a personal target for an individual to try to beat their personal best, which is just as satisfying.

After trialling the program with year 12 students in the first term, the program has now expanded to the delivery of all year levels from year 7 through 12 in recent terms. In addition to this success, Guy is now offering Cardio Tennis in an after school user pay setup for students, plus offering their parents morning sessions of Cardio tennis from 9-10am on two days per week which also been a hit.

The program at Yarra Valley shows how Cardio Tennis can benefit the school, students, teachers and the deliverer. Teachers learned to deliver the program, students had a positive experience and went on to further playing opportunities, and the coach enhanced his coaching business through the partnership with the school.

For more information on Cardio Tennis, contact your Community Tennis Officer at Tennis Victoria or visit cardiotennis.com.au
**Reviewing how your club supports the inclusion of adolescent females?**

This activity is designed to get you thinking and talking about girls’ participation at your club. With your club committee, identify and discuss girls’ participation using the checklist below.

<table>
<thead>
<tr>
<th>Checklist Item</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How many adolescent female members do we have?</td>
<td></td>
</tr>
<tr>
<td>2. Has the number of adolescent female members changed over the past 5–10 years?</td>
<td>yes</td>
</tr>
<tr>
<td></td>
<td>no</td>
</tr>
<tr>
<td>3. Do we see females stop participating in our sport during adolescence?</td>
<td>yes</td>
</tr>
<tr>
<td></td>
<td>no</td>
</tr>
<tr>
<td>4. Do we have one or two people who can be dedicated to the Triple G club program?</td>
<td>yes</td>
</tr>
<tr>
<td></td>
<td>no</td>
</tr>
<tr>
<td>5. Do we actively work to create a welcoming and inclusive club environment to</td>
<td>yes</td>
</tr>
<tr>
<td>increase the number of adolescent females involved in our club?</td>
<td>no</td>
</tr>
<tr>
<td>6. Do our social activities cater specifically for, or are they inclusive of,</td>
<td>yes</td>
</tr>
<tr>
<td>adolescent females?</td>
<td>no</td>
</tr>
<tr>
<td>7. Do our playing activities/programs cater specifically for adolescent females?</td>
<td>yes</td>
</tr>
<tr>
<td></td>
<td>no</td>
</tr>
<tr>
<td>8. Do our playing activities/programs for adolescent females include a</td>
<td>yes</td>
</tr>
<tr>
<td>competitive pathway?</td>
<td>no</td>
</tr>
<tr>
<td>9. Do our playing activities/programs for adolescent females include social, less</td>
<td>yes</td>
</tr>
<tr>
<td>structured types of play?</td>
<td>no</td>
</tr>
<tr>
<td>10. Do we have active recruitment, maintenance or re-engagement strategies for</td>
<td>yes</td>
</tr>
<tr>
<td>adolescent females within our club?</td>
<td>no</td>
</tr>
<tr>
<td>11. Do we maximise opportunities available through local newspapers, television</td>
<td>yes</td>
</tr>
<tr>
<td>or radio to publicise and promote our club activities/programs in general?</td>
<td>no</td>
</tr>
<tr>
<td>12. Do we maximise opportunities available through local schools, newspapers,</td>
<td>yes</td>
</tr>
<tr>
<td>television or radio to publicise and promote our club activities/programs</td>
<td>no</td>
</tr>
<tr>
<td>specifically for adolescent females?</td>
<td></td>
</tr>
</tbody>
</table>
Your Club ‘on-court’ Activities

Your club strategies to engage girls in club sport

The table below provides a space for you to plan specific strategies to engage, re-engage and maintain girls in your programs.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Level of Priority</th>
<th>Actions or tasks</th>
<th>Measure of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Provide affordable membership options</td>
<td>Implement pay-as-you-go participant fee</td>
<td>High</td>
<td>Participants pay $3 per session during social club program. After the 8-week program participants can deduct these fees from their registration fees if they wish to become member. Alternatively, we will offer girls the opportunity to continue in a pay-as-you-go social program.</td>
<td>Number of girls in the club program. Number of girls who take up club membership and/or stay in a social participation program.</td>
</tr>
</tbody>
</table>
### Social Program SCORING FORMATS

**Scoring points**
- Score in numbers 1, 2, 3 etc. as opposed to love, 15, 30, 40, game.
- Fast matches, first player or doubles team to 5. Matches to 10 points maximum.

**Short sets to 4**
- Instead of playing first to 6 games, play first to 4 games.
- First player or doubles team to 4 points wins the game. (No ad scoring)
- At 3 games all, next game wins.
- At 3 games all, play a tiebreak to 7.

**Best of 3 tiebreakers**
- Playing best of 3 tiebreakers takes less time and keeps the scoring simple.

**Serving**
- Allow underarm (bounce and hit serves)
- Progress to one over arm first serve and second underarm
- Allow serves to land anywhere and then progress to service boxes
- Be flexible with number of serves per player. Alternate or 2 serves then change
- The no let rule, serves that hit the net cord and land in are live and are played.

**Tip** Serving is eventually an essential part of playing the game. If the girls are at the underarm serving stage in matches, set up a practice or serving activity on an alternative court to the matches.

**Timed Games**
- Timed games or games to an allocated number of points allow you (the coach or volunteer) to have total control over when all games start and finish. This makes it far easier for you to run an event as all players start, finish and change opponents at the same time. You can use and vary any length of game you want, but a maximum of 10-15 minutes per match is advised.

### Social Program COURT AND GAME FORMATIONS

#### GAME #1 - HALF-COURT SINGLES
- Organise players into two groups of 6 (blue team and red team)
- Allocate two court playing areas. Can be ½ (yellow markers) or full length
- Divide court in half lengthways with markers (blue line)
- Games are singles played either on one side lengthways with or without alley or crosscourt with or without alley
- Waiting players score and encourage their team players
- The aim of the game is to develop rallying consistency
- Games are first to 10 points
- Use serving and scoring system as outlined above

#### GAME #2 - ALL BACK 4’S
- Organise players into four teams
- Four players starting from the baseline
- Encourages baseline rallying, teamwork and out positioning other team
- One player has five tennis balls and starts the point with an underarm serve
- The ball can land anywhere within the doubles court
- The players take turns to serve once the five points have been played
- The total score is 20 points

#### Variations
- Players take turns to serve from five points with an over arm serve and if the serve does not land anywhere within the court, use an underarm serve for the second serve
- Once players feel competent in serving they can attempt to serve over arm to the service box

#### GAME #3 - CHARGE DOUBLES
- Grey team starts the point from ¾ court (yellow line)
- Grey team starts the point with an underarm serve and then both players charge to the net to play the point out
- Grey team players take turns to serve
- Orange team plays from the baseline
- Once ten points have been played, the teams swap ends and roles
- The total score is 20 points

#### GAME #4 - TRIPLE G DOUBLES
- Players position themselves in the traditional doubles formation
- Player A serves five points to player C, and all players play out the point
- Player C serves five points to player A, and all players play out the point
- Repeat for player D and B
- The total score is 20

#### Variations
- Repeat the above format then player A serves to player D, player D to player A, player B to player C and player C to player B
- The total score is 40 points
- Once players feel competent in serving they can attempt to serve over arm to the service box
Players will eventually progress to playing traditional doubles format with the roles as described below. It is important that once the players have reached this level of play, the games described above are still incorporated into the sessions.

### Social program ROTATION FORMATS

**Sample Draw and Scorecards for Triple G club based program - 12 v 12 Doubles**

"Sample Draw 12 V 12 Doubles" is adapted from ITF’s Mark Tennant, 8 V 8 doubles (www.tennisplayandstay.com) to accommodate 24 players. This format is an example of a session that can be flexible to suit the available number of courts. The format allows players to change team partners regularly enhancing fun as opposed traditional round-robin match format.

<table>
<thead>
<tr>
<th>The Serving Team</th>
<th>The Receiving Team</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Traditional Doubles - one up one back</strong></td>
<td><strong>Traditional Doubles - one up one back</strong></td>
</tr>
</tbody>
</table>
| The Server’s role is to start the point with a serve and:  
  • If the serve is effective it allows the net player to intercept the return.  
  • If the return is back to the server, the server will rally crosscourt to create an opportunity for:  
    1) the net player to intercept  
    2) server to play down the line  
    3) the server to transition to the net to volley | The Receiver’s role is to attempt to return the serve and:  
  • If the return is effective it allows the net player to intercept the server’s return play.  
  • If the return is back to the server, the returner will rally crosscourt to create an opportunity for:  
    1) the net player to intercept  
    2) the returner to play down the line  
    3) the returner to transition to the net to volley |
| The role of the net players is to:  
  1) intercept any crosscourt balls  
  2) protect the down the line shot  
  3) intercept any volleys from the opponents | The role of the net players is to:  
  1) intercept any crosscourt balls  
  2) protect the down the line shot  
  3) intercept any volleys from the opponents |

**Sample Draw – 12 v 12 Doubles**

<table>
<thead>
<tr>
<th>Court 1</th>
<th>Court 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red 1612 V Blue 469</td>
<td>Red 667 V Blue 669</td>
</tr>
<tr>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Court 2</th>
<th>Court 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red 2611 V Blue 3610</td>
<td>Red 1612 V Blue 3610</td>
</tr>
<tr>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Court 3</th>
<th>Court 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red 3610 V Blue 2611</td>
<td>Red 2611 V Blue 2611</td>
</tr>
<tr>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>11</td>
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</table>

<table>
<thead>
<tr>
<th>Court 4</th>
<th>Court 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red 469 V Blue 1612</td>
<td>Red 1610 V Blue 1612</td>
</tr>
<tr>
<td>12</td>
<td>11</td>
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<tr>
<td>3</td>
<td>11</td>
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<table>
<thead>
<tr>
<th>Court 5</th>
<th>Court 5</th>
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<tbody>
<tr>
<td>Red 568 V Blue 667</td>
<td>Red 469 V Blue 667</td>
</tr>
<tr>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>6</td>
<td>11</td>
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<table>
<thead>
<tr>
<th>Court 6</th>
<th>Court 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red 667 V Blue 568</td>
<td>Red 568 V Blue 568</td>
</tr>
<tr>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>3</td>
<td>11</td>
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</tbody>
</table>
**Social program 12 v 12 Doubles Scoresheet**  
This is an adaptation of 8 V 8 Doubles (Presented by Mark Tennant, ITF)

### RED TEAM

<table>
<thead>
<tr>
<th>Vs Blue</th>
<th>Red Team Names</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Player 1</td>
<td></td>
<td></td>
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<td>Player 3</td>
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<td>Player 10</td>
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<td>Player 11</td>
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<td></td>
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<tr>
<td>Player 12</td>
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</tr>
</tbody>
</table>

**RED TOTAL**

### BLUE TEAM

<table>
<thead>
<tr>
<th>Vs Red</th>
<th>Blue Team Names</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Player 1</td>
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<tr>
<td>Player 2</td>
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<tr>
<td>Player 3</td>
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<tr>
<td>Player 4</td>
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<tr>
<td>Player 5</td>
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<td>Player 6</td>
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<td>Player 7</td>
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<td>Player 8</td>
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<tr>
<td>Player 9</td>
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**BLUE TOTAL**
References


Tennis Australia. MLC Tennis Hotshots, Red Stage.


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