# Tennis / Badminton

When looking at developing skills in Tennis and Badminton, basic skills such as throwing, catching, rolling, hitting should be developed as per the support materials for chapter 6, as well as the activities introduced in the Invasion games support materials.

## Paired activities

1. In pairs one partner acts a hitter, whilst the other a feeder.
   1. The feeder bounce feeds the ball to their partner who returns the ball to the feeder.
   2. Points are awarded for successful feeds and catches.
   3. Pupils swop roles after a set number of feeds.
   4. In this activity you do need to be very clear about the direction of hit, and I would always encourage your to set up activities that require pupils to hit outwards – for example all hitters send the ball out from the middle of the working area to the side
2. If developing tennis related skills, once pupils become proficient in the skill they can start to perform rallies.
   1. Using a bounce self-feed (pupil bounces the ball to the side of them and then hit the ball), pupils engage in a rally sending the ball to the side of the partner (depending on the ability of pupils this may be their forehand or backhand side).
   2. The aim is to keep the rally going for as long as possible (points can be awarded to add an element of competition).
   3. A barrier can be introduced so that pupils have to think about the height the ball has to travel.
   4. Over time the height of the barrier should be increased, until it resembles the height of the actual net used within the activity.
   5. To develop further, pupils can:
      1. Send the ball to their partners forehand side
      2. Send the ball to their partners backhand side
      3. Send the ball to make their partner move either:
         1. Forwards
         2. Backwards
         3. To the side

It should be noted that the above activities could also be used to develop movement without the use of rackets. This allows pupils to develop key concepts and processes without becoming information overloaded through the use of rackets.

## Group activities

Once pupils are competent at playing games with their partners, they can then join with another pair to participate in paired matches.

Again consideration needs to be given to the working area created – for example if using a grid structure, pairs that have been working next to each other can join to make 4’s (again this limits the transitions between activities caused by the establishment of groups).

Again a net should be introduced into the activities, with height being differentiated based on the ability of the pupils.

Basic point scoring systems can be introduced. For examples pupils score a point if their opponents cannot return the ball, or the ball is hit out of the area.

Games should be timed, rather than based on the number of points scored. This means that all pupils will finish together, reducing the amount of time that pupils are inactive (in other words they are not standing around waiting for the rest of the class to finish).

If you want to set up mini competitions, scores can be submitted, with the winning team being the team with the highest cumulative total based on the total number of points they have scored. Thus points are not awarded for winning matches.

For example if team 1 beat team 2 7 – 5 the scores would be recorded as in the table below.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Team 1 | Team 2 | Team 3 | Team 4 | Total |
| Team 1 |  | 7 |  |  |  |
| Team 2 | 5 |  |  |  |  |
| Team 3 |  |  |  |  |  |
| Team 4 |  |  |  |  |  |

Once games are completed pupils move to play another team. Depending on the stage of development of pupils, you may have them all playing at the same time, keeping their own score. Alternatively you may assign a number of teams to a court, and they rotate round their roles and responsibilities.

For example:

On court A, teams 1, 2, 3 and 4 are playing.

A round robin tournament is set up (in other words they all have to play each other once).

When not playing, pupils are either umpire – who keep score; or coaches - who offer advice and guidance to the teams playing (1 per team).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| Team 1 | Play | Coach | Umpire | Play |
| Team 2 | Play | Play | Coach | Umpire |
| Team 3 | Umpire | Play | Play | Coach |
| Team 4 | Coach | Umpire | Play | Play |

Once all games have been completed and scores calculated, pupils can then move to play other teams – for example the winning teams from all courts play each other, as do those who finished second, third and fourth.