

PEAT

*Physical Education Abilities Tennis:
A Tennis Curriculum Adapted for
People with Intellectual Disabilities*





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Grant provided by
USTA NC

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ACKNOWLEDGEMENT

I would like to thank the Abilities Tennis Association of North Carolina and the USTA North Carolina for their confidence in my writing of this curriculum. I also thank my husband Rich and my daughters Emma and Ellie for all their support, encouragement and time that they gave me during this writing process. A number of people reviewed, suggested ideas, and supported me to make this curriculum a reality such as Tennis Professionals Marc Blouin, and Joe Dinoffer. Sherri Miller, PE Specialist with WCPSS, shared great ideas, helpful insight and expertise. We spent many hours in the classroom perfecting these drills and lessons. Thank you Sherri. Also, thank you to Gail Tucker, Ryan Phelps and Scott Sloan, special education teachers.

Special thanks to Robert Edwards (past president of ATANC), who supported me from the start with this revision by encouraging me to press on and believe that this was worth the time and effort. Without Robert, this book would not be the same.

Also, thanks to the staff at USTA NC for all their support over the years. They also provided the funding for this project. I would like to especially thank Amy Franklin and Kelly Gaines who really understand what we are doing and want to provide tennis opportunities to persons with intellectual disabilities.

However, my greatest gratitude goes to the athletes and coaches I have had the privilege to meet over the years. Your passion for the game of tennis is what inspires me and encourages me to do more, to go the extra mile. The smiles you give, the enthusiasm you have, but most important the passion you share, are the reasons this curriculum is here today. We want to offer tennis to everyone. We want to train more coaches so that more players have the opportunity to play like you do. You inspire me, motivate me and you love me.

Thank you,

Kirstie Marx

PTR Tennis Professional

Founder, Abilities Tennis Association of North Carolina

FOREWARD

As an Adapted Physical Education specialist for Wake County Public Schools, I spend my days modifying physical education activities for students with disabilities. There's nothing more rewarding than seeing a student enjoying the benefits of physical activity, regardless of their skill level. When physical education is at its best, teachers, parents, teaching assistants, and these students' non-disabled peers are all energized in different ways. Teachers work to re-create and extend these experiences, parents gain added confidence in their child's abilities, and students, without such hurdles, begin to realize the sense of accomplishment and well-being that accompanies any successful movement or activity.

Always in search of the perfect balance between such benefits, this PEAT curriculum impacts everyone involved in just these ways. I have seen it work firsthand in gyms across Wake County as well as on the tennis courts of universities. In its purest form, the joy that accompanies any successful physical movement is often measured only in smiles. I can assure you that the joy on the faces of those who find success in these skills is surpassed only by the delight in the eyes of those who collaborated to create such success. Whether you incorporate this entire curriculum or simply use some of the lessons, please remember, tennis is for everyone.

Sherri Miller, M.S.

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TABLE OF CONTENTS

WELCOME	1
BENEFITS	2
INDIVIDUAL BALL DRILLS	3
<i>BALL DRILLS</i>	<i>3</i>
<i>WALL DRILLS</i>	<i>4</i>
<i>BALL DRILLS WITH PARTNER</i>	<i>5</i>
<i>RACKET DRILLS</i>	<i>6</i>
STROKE PRODUCTION	13
<i>FOREHAND</i>	<i>13</i>
<i>BACKHAND</i>	<i>14</i>
VOLLEY	18
<i>FOREHAND VOLLEY</i>	<i>18</i>
<i>BACKHAND VOLLEY</i>	<i>19</i>
SERVE	20
LESSON ONE	21
LESSON TWO	23
LESSON THREE	26
LESSON FOUR	29
LESSON FIVE	32
LESSON SIX	35
LESSON SEVEN	37
LESSON EIGHT	40
WARM-UP/FITNESS	43
EQUIPMENT	44
KEY WORDS	45

WELCOME . . .

 *Throughout the curriculum when “student” is used, it refers to a student with intellectual disabilities (ID) and when “partner/peer” is used it is referring to the PEPI student, PE pal, or non-disabled peer.*

Welcome to the Abilities Tennis Physical Education Adaptive Tennis (PEAT) school curriculum. This resource is designed to help Physical Education (PE) teachers, special education teachers, and Physical Education Pupil Instruction (PEPI) programs implement an adaptive tennis program in their school system.

Abilities Tennis Association of North Carolina has developed a comprehensive tennis program to assist in teaching tennis to those with intellectual disabilities. Through a pilot program in the Wake County Public Schools System, we have developed a program that offers ability-specific activities for a full range of special education students.

Tennis is a sport which helps maintain a healthful lifestyle. For those with intellectual disabilities, tennis promotes increased interaction with non-disabled peers and has proven transformative in developing important social skills. Introducing tennis in special education PE classes has many benefits. Tennis is a sport which:

- Fulfills curricular requirements
- Helps PE teachers differentiate instruction
- Assists transition into an active adulthood
- Helps implement federal mandates for inclusion in sports.

This Abilities Tennis Curriculum is intended to assist teachers, student PE assistants, and school administrators in establishing and conducting PE abilities tennis.

With an emphasis on differentiated instruction, Abilities Tennis is a set of adaptations that allow those with intellectual disabilities to participate and enjoy tennis at their own ability level.

Individual Skills

Play takes place on a short court, either using equipment designed for children 10 years old or younger: a shortened tennis court and foam balls. The athlete performs skills as set by the teacher/coach (e.g. hit a forehand to the green dot on the other side of the net). The coach feeds the ball to the athlete. Points are given for successful skill completion.

Short-Court

Play provides a transition for athletes who have been successful at the Individual Skills level but are not ready for a full court game. The boundaries of the tennis court are reduced allowing athletes to be more successful as they learn tennis strategy and work on developing their footwork and racket skills. Unified Doubles is an excellent transition game allowing a partner to provide encouragement and team strategy to the athlete on a more individual basis. Traditional doubles partnering and singles play might follow successful Unified Doubles play.

Full-Court

Play utilizes the full length of the tennis court and uses regular tennis balls. Modifications are made to control the length of matches through no-ad scoring and options for short sets. Singles, Doubles and Unified Doubles are available.

This curriculum provides guidance for special education PE classes and extracurricular activities to transition the student into the wider realm of community tennis.

The Abilities Tennis Association in partnership with USTA North Carolina is excited to bring you PEAT.

BENEFITS . . .

 *Abilities Tennis adapts the game to match the athletic level of those with intellectual disabilities. This program enables those with intellectual disabilities to adopt this lifetime sport, with positive long-term health and social benefits.*

. . . of the PEAT Program

The PE Abilities Tennis (PEAT) Program provides equipment and training to enable Abilities Tennis to be a part of physical education courses for special education students. Why does this matter? Is it worth the effort? The following points answer these questions and summarize the positive aspects of PEAT for school administrators, teachers, students, and parents.

- *Positive benefits to special education students*
- *Increased activity*
- *Greater awareness of abilities*
- *Improved social interactions outside special education*
- *Greater self confidence*
- *Transition to adulthood enhanced by a lifetime sport*
- *Greater integration of special education students into the school's social fabric*
- *Positive benefits to student on-court assistants*
- *Greater awareness of special education student's uniqueness*
- *Greater understanding of challenges facing special education students*
- *Leadership, service, and volunteer opportunities*
- *A positive factor for college entrance consideration*
- *Provides special education students with new opportunities at school*
- *Tennis club for intramural play*
- *Represents the school in matches versus other schools – may be associated with varsity tennis matches*
- *Training is provided free of charge by the Abilities Tennis Association and we help you find grants and purchase equipment*
- *Helps school meet Federal mandates regarding sports opportunities for all students*
- *Positive public image from media attention*

INDIVIDUAL BALL DRILLS

BALL DRILLS

 *The key is to have the students succeed where they are developmentally.*

The ball drills are the backbone of the PEAT curriculum. The value we have seen by incorporating the drills in the tennis classes are critical to the student's immediate success and skill development. The drills are progressive. They start out with a basic toss back and forth between hands with the ball going no higher than the eyes to a bounce/clap/catch and then progressing in difficulty. As you work with the students, you will notice that some of the students will not be able to go through all of the ball drill progressions. That is fine. Work with the students where they are.

When tossing to students, always toss with an underhand motion. It is less threatening and it gives an arc to the ball, which allows more time for better visual tracking.

Back & Forth

Students pass the ball back and forth between two hands

- Toss the ball just above head height and catch
- Add a clap

Up & Down

Toss the ball up in the air, let it bounce, and catch

- Add a clap after the toss
- Add a jump after the toss
- Add a jumping jack after the toss

Basketball Hoop

Toss the ball up in the air and make a hoop with your arms; let the ball land in the hoop. For students who struggle with tossing and making a hoop, a partner can make the hoop.

Wrap Around

Using one hand place the ball behind your back. With the other hand, grab the ball and bring it in front of your belly button. Then, pass the ball off to the other hand and repeat

- Place both feet together and wrap the ball around your legs
- Wrap the ball around the head
- Make a game out of the drill by calling out “legs”, “belly” and “head”

Figure Eight

Stand with your feet shoulder width apart and bend at the waist.

- Wrap the ball around one leg in a continual circle
- Put the ball through your legs, around one leg, back through your legs, and around your other leg, making a figure eight

Dribble

Bounce the ball down and catch

- Dribble the ball down on the ground with your hand
- Alternate hands
- Dribble in a circle
- Dribble around cones/station markers. Set up an obstacle course

WALL DRILLS

Incorporating wall drills into the PEAT curriculum helps the student with depth perception, tracking the ball, and moving toward the ball.

Toss & Catch

Stand 2 feet away from the wall and toss the ball underhand against the wall and catch

- Once the student has caught the ball three times take a step back
- Include a clap before the catch

Toss, Bounce & Catch

Stand 4 feet away from the wall; toss the ball underhand straight ahead against the wall; let the ball bounce; and then catch

- Once the student has caught the ball three times take a step back
- Include a clap before the catch
- Toss the ball to the left or right of the original spot (about a 45 degree angle) and move to catch ball.

BALL DRILLS WITH A PARTNER

Once the student has worked individually with the ball drills and the wall drills, the next step is working with a partner. This aspect of the curriculum is one of the key components between the student and their partner.

Arms Open Wide (Cross Mid-Line)

With arms extended to each side and a ball in one hand, bring the ball across the body to the opposite hand that is fully extended to the side. The objective of this drill is for the student to pass the ball off to the fully extended hand on the side of their body, (crossing mid-line) rather than exchanging the ball from one hand to the other in front of them, which is very typical. We want them to cross the mid-line and go all the way to the opposite hand. The partner may need to hold back the student's opposite hand in order to prevent the fully extended hand from coming forward.

Touch Cross Plane (Cross Mid-Line)

While standing facing each other, the partner holds a ball in either hand and moves the ball up and down and then to the side crossing mid-line. The student puts their left hand behind their back and uses their right hand to tap the ball as their partner moves it to different spots. The objective of this drill is for the student who is tapping the ball to work on cross plane (cross mid-line) movements.

- Repeat using other hand.

Back & Forth in the Air

Stand 2 feet apart and toss underhand to each other

- Once you have caught the ball 3 times move back 1 large step
- Toss the ball stepping forward with your opposite foot (right hand toss, left foot step). Stepping with opposition is a fundamental sport skill that helps the student with force, direction, and accuracy. This is an important basic movement, which will help the student with improved balance and body movement.



Footwork is an important aspect of tennis.

Back & Forth with a Bounce

Stand 2 feet apart and toss underhand to each other still using opposition

- Once you have caught the ball 3 times, move back 1 large step
- Include a clap, and hop, before catching the ball

Back & Forth with Movement

The student will need to turn his/her body to the direction of the ball and then go after the ball. The partner can help by telling the student where the ball is going. Once the student has turned, toss the ball. Stand 10 feet apart and toss underhand to the side of the student

- Alternate to both sides
- If inside, toss the ball against the wall making the student move to catch it
- Place a station marker (e.g., poly spot) on the floor (home base) for the student to start on. The student has to come back to home base in between catches

Roll the Ball

Stand 6 feet apart and roll the ball on the ground back & forth. The student tries to catch the ball in front of them.

- Place a station marker on the floor and the student has to come back to home base in between catches
- The student must shuffle (slide) back to the home base
- Instead of rolling the ball toss it in the air with a bounce

Back to Back

Stand with your back to your partner. With both hands, move the ball to the partner's right side where the student takes the ball and passes it in front of himself to his other side and then passes it back to the partner. Repeat 10 times.

Over & Under

Stand with your back to your partner and pass the ball over your head, the student grabs the ball and passes it through his legs and the partner repeats

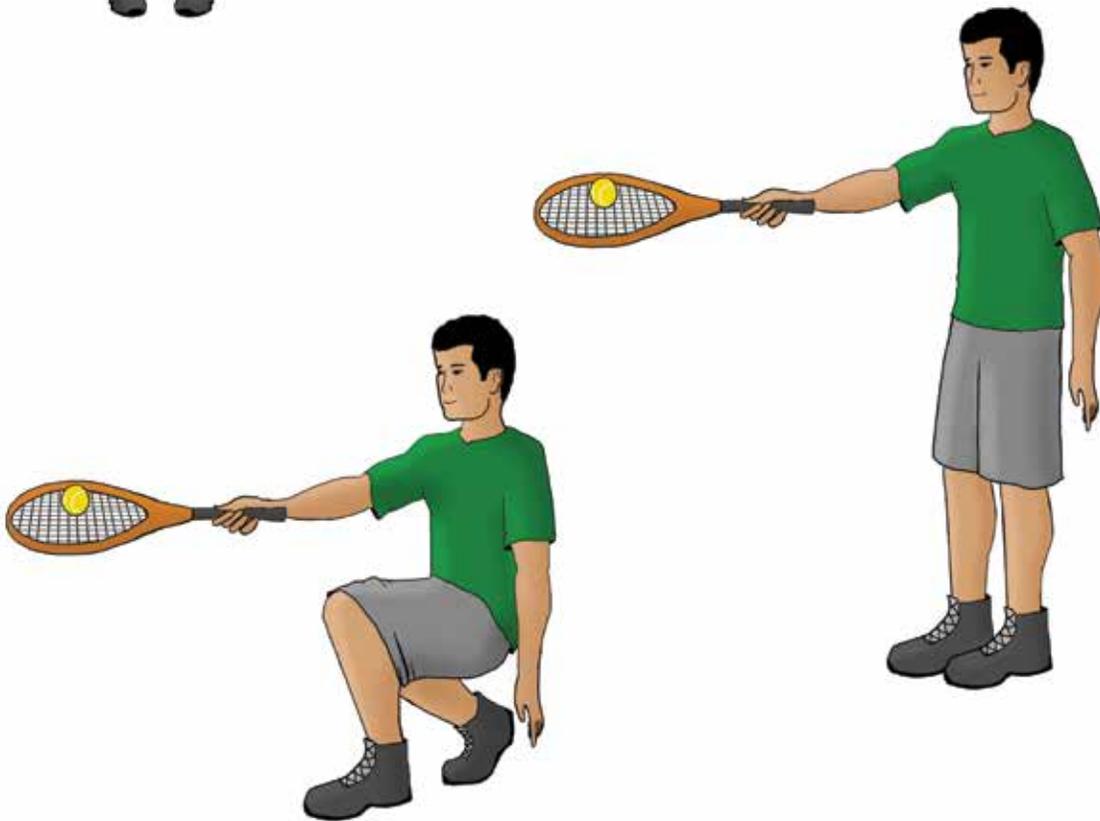
- Stand in a line of four, pass over under, over under
- Stand in a line of 10 and repeat, can be made into a relay

RACKET DRILLS



Hug Your Racket

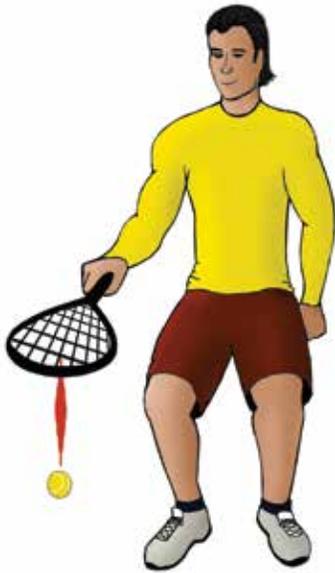
When the instructor wants the student's attention to give instructions for next drill, they ask for each student to hug their racket to their body. The students should always maintain this safe position between drills or when in line awaiting their turn.



Ball Balance

Place the ball on the racket strings and balance the ball, touching the ball with one finger if needed.

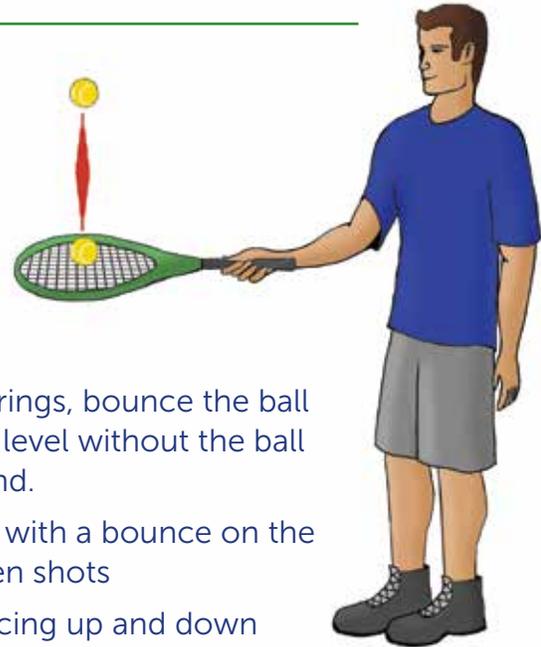
- Bend down and touch the ground
- Turn around in a circle
- Roll the ball around the racket strings



Tap Downs

Hold the racket with palm facing down.

- Bounce the ball on racket strings at waist height
- Bounce the ball down following a line on the court



Bump Ups

Using the racket strings, bounce the ball up in the air at eye level without the ball touching the ground.

- Bump the ball up with a bounce on the ground in between shots
- Alternate palm facing up and down

Tilt, Drop, Trap

Put the ball on the racket, tilt the racket and let the ball bounce on the ground. Trap the ball on the racket strings with the opposite hand.

Toss, Drop, Trap

Toss the ball up in the air with one hand and let the ball bounce on the ground. Trap the ball on the racket strings using the tossing hand.

Ball Pass

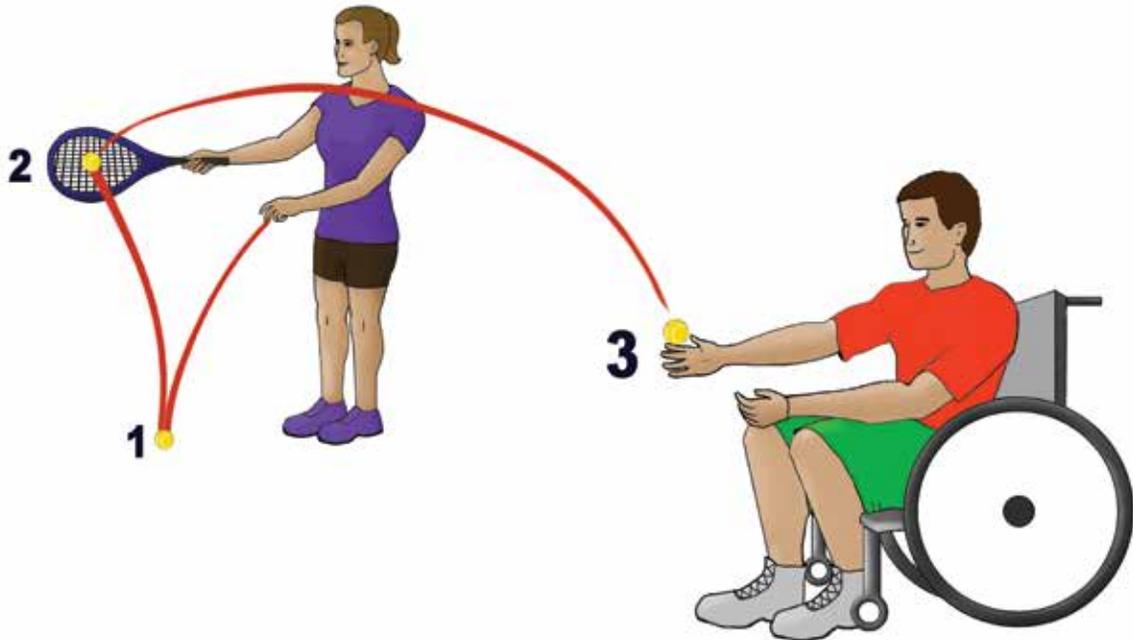
Student and partner pass a tennis ball back and forth and trap it with their hand on their racket.

- Move back a few steps
- Gently hit the ball up in the air to each other

Drop, Hit, Catch

While standing three feet apart, the student drops-hits a ball while their partner catches the ball.

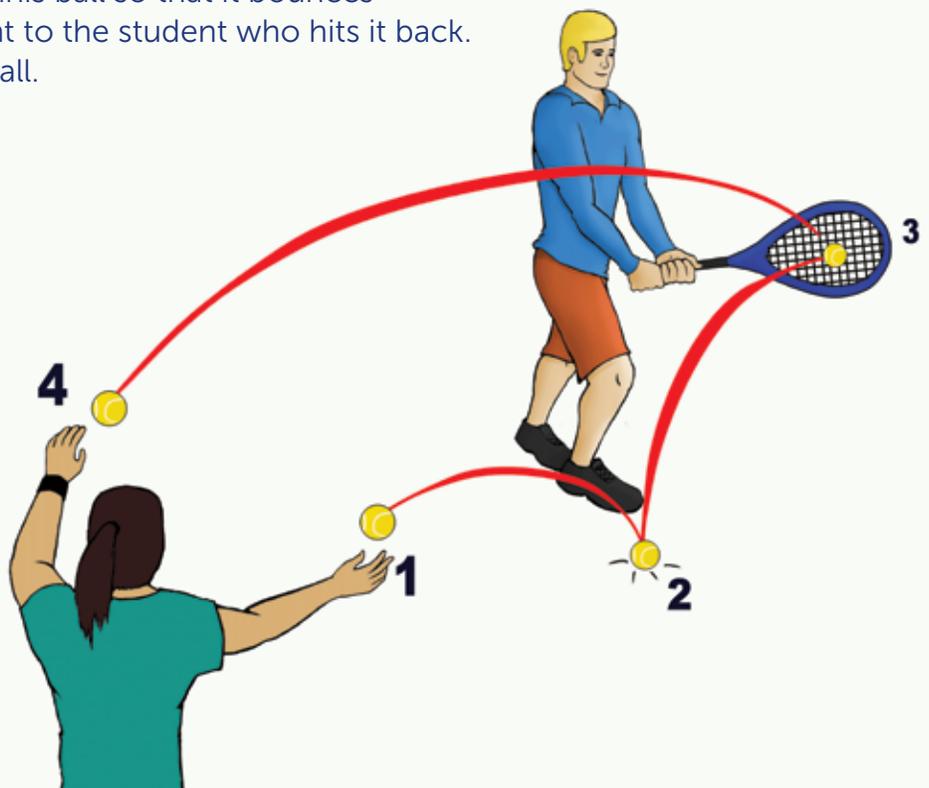
- Move to 6-10 feet apart



Toss, Hit, Catch

The partner tosses the tennis ball so that it bounces approximately waist height to the student who hits it back. The partner catches the ball.

- Toss to forehand side
- Toss to backhand side
- Alternate sides



Partner Rally

Standing a few feet apart, student and partner rally back and forth, letting the ball bounce once.

- Place a station marker in the middle and have the student and partner try to hit it
- Have one student stand on one side of the net and the other on the opposite side of the net and rally back and forth. Station markers can still be used as targets

Walk the Dog

With the racket touching the ground, the student rolls the ball on the ground with the racket by following the lines around the court.

 *Divide the class into four groups and do the above relays.*

Relays

Line the class up on the sideline with the student in front and the partner behind.

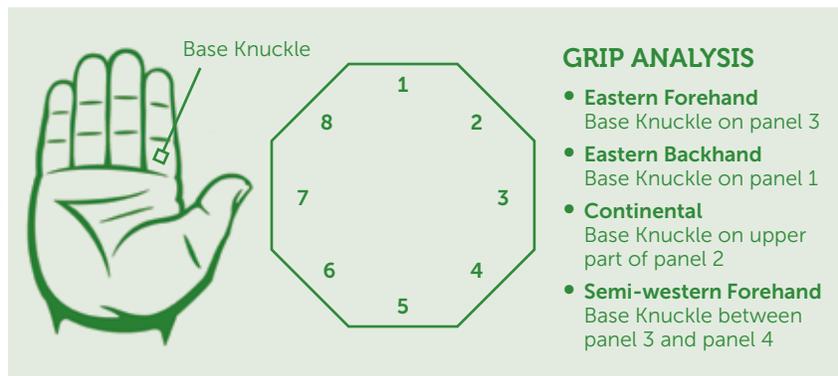
- The student puts the ball on their racket strings (may use hand to keep on the racket) and runs to the target and then runs back with the ball in their hand. The partner can run beside the student and assist as needed
- Using the racket, the student dribbles the ball down to the target and then runs back. The partner can follow the student helping catch the ball if it goes out of bounds
- Same as above with the ball bouncing up on the racket

STROKE PRODUCTION

Note, at this point the grip is not that important. You do not want to emphasize the grip too much as it will become too much of a focal point. The focus should be on contacting the ball at the right spot.

FOREHAND

The forehand is the most common shot used in tennis and the easiest for most ID students. For the beginner student, this will be the main stroke they will use.



GRIP: The Eastern forehand grip is used. (Racket Handle Bevel #3) The student shakes hands with the racket.

READY POSITION: Stand with your feet shoulder width apart, slightly bent knees with the racket held in front of the body.

TURN: Turn sideways to the net.

RACKET BACK: Take your racket back and show the letter "T" (both arms outstretched and must be done as a unit – with both hips and shoulders turning).

CONTACT POINT: Lower the racket and contact ball in front of forward foot, motion is from low to high.

FOLLOW THROUGH: Finish with the racket on the opposite shoulder.

READY POSITION: Get back to ready position preparing for the next shot.

 *The forehand is broken up into a progression. This makes learning the forehand much easier and also helps the student gain confidence and have success.*

 *If the student is having a hard time connecting with the ball, go back to the previous drill. It is important that the ball, once it bounces, is as close to the contact point as possible.*

Partner Drop

The student stands facing the net in ready position. Partner stands to his right about 2 feet away and drops a ball in front of the student. The ball is dropped where the proper contact point should be. This helps the student know where the correct contact point is and it also helps the student with depth perception and spatial awareness.

Partner Drop with Movement

The student stands facing the net in ready position. The partner stands to his right about 10 feet away. The student turns, taking his racket back, and runs out to the partner as he drops the ball in front of student. Once the stroke is finished, the student shuffles back to home base and stands in ready position. This drill is wonderful to improve movement.

The correct way to hit a forehand with movement has now been established. Next, we will work on depth perception by having the partner go to the opposite side of the net to toss the ball.

Partner Drop with Depth

If needed, a station marker can be used for home base. The student stands in ready position and the partner stands on the opposite side of the net where he tosses an underhand ball to the student. Once the stroke is finished, the student recovers back to home base.

- Toss the ball 4-6 feet away
- Toss the ball 6-10 feet away
- Rally back and forth

Partner Rally with Rackets

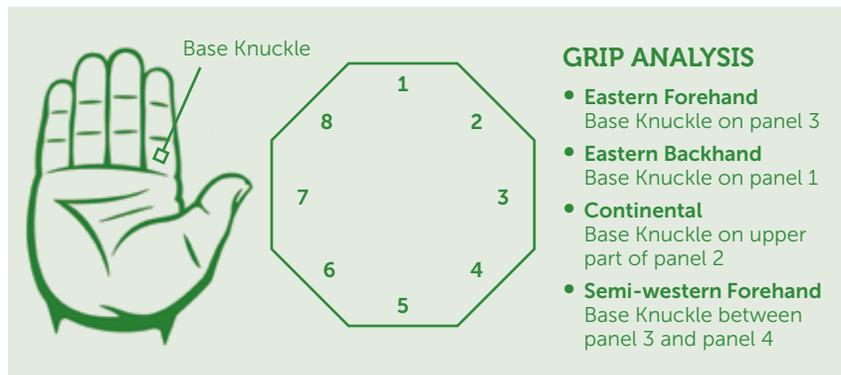
Both students come up to the line and touch racket faces together "kissing rackets." Take 2 steps back, drop feed the ball (partner drops the ball and hits it to the student) and rally back and forth over the line, trying to keep the ball bouncing a little above waist height.

Partner Play Over Line

Both students rally back and forth. Once they have rallied four consecutive times they each take a step backward.

BACKHAND

The backhand is very similar to the forehand in that your whole unit turns, lowers the racket and your contact point is out in front. However, with a backhand, most people use two hands. The dominant hand will stay on the bottom of the racket and the other hand goes above. The student then decides which one feels better. (Use Bevel #1, #2, #3 as reference points).



GRIP: Place the dominant hand on the bottom of the racket and the non-dominant hand right above it. Do not emphasize the grip too much as it will become too much of a focal point; just make sure the dominant hand is on the bottom. We want the focus to be on contacting the ball at the right spot.

READY POSITION: Stand with your feet shoulder width apart, slightly bent knees with the racket held in front of the body.

TURN: Turn sideways to the net.

RACKET BACK: Take your racket back. Lower the racket and contact ball in front of the front foot, swinging from low to high.

CONTACT POINT: Finishing with the racket on the opposite shoulder.

FOLLOW THROUGH: Get back to ready position preparing for the next shot.

READY POSITION: Get back to ready position preparing for the next shot.

 *We have broken down the backhand stroke into a progression. This makes learning the backhand much easier and also helps the student gain confidence and have success.*

 *Now we have established the correct way to hit a backhand with movement. Next we will work on depth perception by the partner going to the opposite side of the net and tossing the ball.*

Partner Drop

The student stands facing the net in ready position and the partner stands to his left (assuming student is right handed). The partner stands about 2 feet away, and drops a ball in front of the student. The ball is dropped where the proper contact point should be. This helps the student know where the correct contact point is, as well as, helping with depth perception and spatial awareness.

Partner Drop with Movement

The student stands facing the net in ready position. The partner stands to his left about 10 feet away. The student turns, taking his racket back and runs out to the partner as he drops the ball in front of student. Once the stroke is finished the student shuffles back to station marker and stands in ready position. This drill is wonderful to work on movement.

Partner Drop with Depth

The student stands in ready position while the partner stands on the opposite side of the net. The partner tosses an underhand ball without movement. Once the stroke is finished, the student recovers back to the station marker.

- Toss the ball 4-6 feet away
- Toss the ball 6-10 feet away
- Rally back and forth

Partner Rally with Kissing Rackets

Both students come up to the line and touch racket faces together "kissing rackets." Take 2 steps back and drop feed the ball and rally back and forth over the line, trying to keep the ball bouncing a little above waist height.

Partner Play Over Line

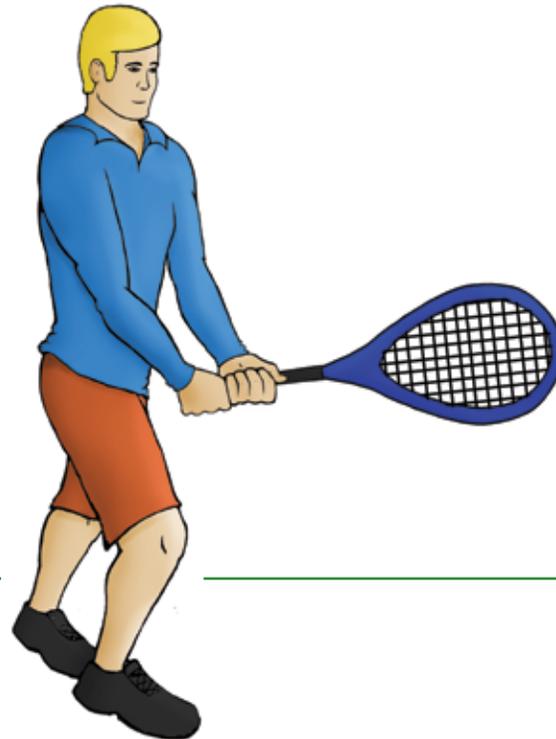
Both students rally back and forth. Once they have rallied four consecutive times they each take a step backwards.

 *If the student is having a hard time connecting with the ball go back to the previous drill. It is important that the ball, once it bounces, is close to the contact point as possible.*

Alternating Shots

As the student progresses in his tennis skills, the partner needs to challenge him by tossing the ball to his forehand or backhand side. The student needs to recover back to the station marker after each stroke.

- The students rally back and forth across the line but this time they can hit to the forehand side or backhand side
- Hit 3 forehands in a row and 3 backhands in a row



VOLLEY

 To help the student get used to the ball's proximity to their face, start by tossing the ball underhand.

 We have broken down the volley into a progression. This makes learning the volley much easier and also helps the student gain confidence and achieve success.

Volleys are the simplest shot in tennis as the ball does not bounce. The swing is more like a block. However, the volley can be very intimidating for the special needs student because the ball comes close to their face. To help the student get used to the ball's proximity to their face, start by tossing the ball underhand.

FOREHAND VOLLEY

GRIP: The correct grip for the volley is the continental grip "shake hands grip" (Bevel #2 – However, The forehand (FH) volley can also be executed with FH grip Bevel #3).

READY POSITION: The student stands in ready position with their racket held up chest height, knees slightly bent, and ready to move.

TURN: Turn your body sideways to the target (right) but still keep the racket out to the side in front of you (not behind like in groundstrokes).

CONTACT POINT: Contact point is out in front without a follow through. A volley is more of a block than a stroke.

Have the student face the net in ready position about 1 foot from the net. Without a racket, have the student turn and hold his hand up like a police officer saying, "STOP." The partner tosses the ball towards the hand and the student blocks the ball.

- Holding the neck of the racket, the student repeats blocking the ball while telling the ball to, "STOP." The racket tip should be pointed towards 2 o'clock on the forehand side and 10 o'clock on the backhand side
- Slide the hand to the very bottom of the grip and repeat
- Move back two steps

BACKHAND VOLLEY

GRIP: *The correct grip for the volley is the continental grip “shake hands grip” (Bevel #2 – However, the backhand (BH) volley can be done with BH grip Bevel #1). For the backhand volley, we recommend using two hands with the dominant hand on the bottom of the racket.*

READY POSITION: *The student stands in ready position with their racket held up chest height, knees slightly bent, and ready to move.*

TURN: *Turn your body sideways to the target (left) but still keep the racket out to the side in front of you (not behind like in groundstrokes).*

CONTACT POINT: *The contact point is out in front without a follow through. A volley is more of a block than a stroke.*

The student starts by facing the net in ready position, about 1 foot from the net. The partner tosses the ball towards the student’s left side while they block the ball.

- Holding the neck of the racket, have the student repeat blocking the ball while telling the ball to, “STOP.” The racket tip should be pointed towards 10 o’clock on the backhand side
- Slide both hands all the way to the bottom of the grip and repeat
- Move back two steps

SERVE



Stance

- 1) Hold racket with a forehand grip (#3).
- 2) Begin with your feet spaced shoulder width apart, with the front foot pointing at a 45-degree angle and the back foot parallel to the baseline.
- 3) Start with your weight evenly balanced on both feet.
- 4) Have your muscles relaxed with your arms at your side and your racket supported with your tossing hand.
- 5) Point tip of racket to target area.

Toss

- 1) Ball in your fingertips in non dominant hand
- 2) Release ball gently with your arm fully extended.
- 3) Toss ball as high as you can reach, forward into the court, and slightly to your right.

Swing

- 1) Both arms can move independently of each other in order to gradually achieve the student's personal rhythm.
- 2) Racket arm moves like a baseball pitcher.
- 3) The racket keeps moving continuously, reaching up to the point of contact.
- 4) Follow through with hitting arm and racket across opposite side of body. Collect balance with back foot as it falls into the court, if necessary.

Practice Tips

- 1) Toss the ball up and then hit it.
- 2) Put a station marker in front at 1 o'clock and toss the ball up and let it bounce on the station marker
- 3) Practice complete serve motion in front of a mirror.
- 4) Practice your serve toss and back swing so both can achieve a rhythm feel. Catch the toss, and repeat.
- 5) Do not swing at bad tosses.

 *If left handed, toss slightly to your left.*

 *Most students will do better if you have them start with the racket touching their neck.*

TIME:*30-45 Minutes***EQUIPMENT:***Station Markers, Foam Ball***SET UP:***Station markers around the floor in a large circle***OBJECTIVES:***Eye Hand Coordination/ Assessment***WARM UP:***Monster Walk, Open Windows, Jumping Jacks, Squats***Warm Up & Stretching (10 Minutes)****Back & Forth (2-4 minutes)**

Students pass the ball back and forth between two hands.

- Toss the ball just above head height and catch
- Add a clap

Up & Down (3-5 minutes)

Toss the ball up in the air, let it bounce, and catch.

- Add a clap
- Add a jump
- Add a jumping jack

Basketball Hoop (3 minutes)

Toss the ball up in the air and make a hoop with your arms. Let the ball land in the hoop.

Dribble (5-7 Minutes)

Dribble the ball down on the ground with your hand.

- Alternate hands
- Dribble in a circle
- Dribble around cones/station markers. Set up an obstacle course

Wrap Around (2 minutes)

Using one hand, place the ball behind your back. With the other hand, grab the ball, and bring it in front your belly button. Pass off the ball and repeat.

Touch Cross Plane (3 minutes)

Standing facing each other, one student holds a ball in their hand and moves the ball around. The other student uses their right hand and taps the ball. The objective of this drill is for the student who is tapping to work on cross plane movements. Repeat using other hand.

Arms Open Wide (3 minutes)

With arms open wide and a ball in one hand, bring the ball across the body to the opposite hand. The objective of this drill is for the student not to pass the ball in front of them, but off to the side.

Figure Eight (2 minutes)

Stand with your feet shoulder width apart and bend at the waist.

- Wrap the ball around just one leg in a continual circle
- Put the ball through your legs, around one leg, back through your legs, and around your other leg, making a figure eight

Walk the Dog (3 minutes)

With the racket touching the ground, the student rolls the ball on the ground with the racket by following the lines around the court.

Conclusion/Wrap Up

TIME:

30-45 Minutes

EQUIPMENT:

*Station Markers,
Foam Ball*

SET UP:

*Station markers
around the floor in a
large circle*

OBJECTIVES:

*Eye Hand
Coordination,
Wall Drills*

WARM UP:

*Monster Walk,
Open Windows,
Jumping Jacks,
Squats*

Warm Up & Stretching (10 minutes)

Back & Forth (2-4 minutes)

Students pass the ball back and forth between two hands.

- Toss the ball just above head height and catch
- Add a clap

Up & Down (3-5 minutes)

Toss the ball up in the air, let it bounce and catch.

- Add a clap
- Add a jump
- Add a jumping jack

Basketball Hoop (3 minutes)

Toss the ball up in the air and make a hoop with your arms. Let the ball land in the hoop.

Dribble (5-7 Minutes)

Dribble the ball down on the ground with your hand.

- Alternate hands
- Dribble in a circle
- Dribble around cones/station markers. Set up an obstacle course

Touch Cross Plane (3 minutes)

Standing facing each other, one student holds a ball in their hand and moves the ball around. The other student uses their right hand and taps the ball. The objective of this drill is for the student who is tapping to work on cross plane movements. Repeat using other hand.

Arms Open Wide (3 minutes)

With arms open wide and a ball in one hand, bring the ball across the body to the opposite hand. The objective of this drill is for the student not to pass the ball in front of them, but off to the side.

WALL DRILLS

Toss & Catch (4-5 minutes)

Stand 2 feet away from the wall and toss the ball underhand against the wall and catch.

- Once the student has caught the ball three times take a step back
- Include a clap
- Include a hop

Toss, Bounce, & Catch (3 minutes)

Stand 4 feet away from the wall and toss the ball underhand against the wall and let the ball bounce.

- Once the student has caught the ball three times take a step back
- Include a clap
- Toss to side and move to catch ball

BALL DRILLS WITH A PARTNER

Back & Forth In Air (2 minutes)

Stand 2 feet apart and toss underhand to each other.

- Once you have caught the ball 3 times, move back 1 large step
- Toss the ball stepping forward with your opposite foot (right hand toss, left foot step). This important basic movement will help the student with better balance and body movement

Back & Forth with a Bounce (3 minutes)

Stand 2 feet apart and toss underhand to each other. Once you have caught the ball 3 times move back 1 large step.

- Include a clap, hop before catching the ball

Back & Forth with Movement (3-5 minutes)

Stand 10 feet apart and toss underhand to the side of the student.

- Alternate to both sides
- If inside, use the wall to toss the ball against for movement
- Place a station marker on the floor and the student has to come back to home base in between shots

Conclusion/Wrap Up

TIME:*30-45 Minutes***EQUIPMENT:***Station Markers,
Foam Ball,
Tennis Racket***SET UP:***Station markers
around the floor in a
large circle***OBJECTIVES:***Eye Hand
Coordination,
Wall Drills,
Introduce Racket***WARM UP:***Monster Walk,
Open Windows,
Jumping Jacks,
Squats***Warm Up & Stretching (10 minutes)****Up & Down (3-5 minutes)**

Toss the ball up in the air, let it bounce, and catch.

- Add a clap
- Add a jump
- Add a jumping jack

Touch Cross Plane (3 minutes)

Standing facing each other, one student holds a ball in their hand and moves the ball around. The other student uses their right hand and taps the ball. The objective of this drill is for the student who is tapping to work on cross plane movements. Repeat using other hand.

Arms Open Wide (3 minutes)

With arms open wide and a ball in one hand, bring the ball across the body to the opposite hand. The objective of this drill is for the student not to pass the ball in front of them, but off to the side.

WALL DRILLS**Toss & Catch (4-5 minutes)**

Stand 2 feet away from the wall and toss the ball underhand against the wall and catch.

- Once the student has caught the ball three times, take a step back
- Include a clap
- Include a hop

Toss, Bounce, & Catch (3 minutes)

Stand 4 feet away from the wall and toss the ball underhand against the wall and let the ball bounce.

- Once the student has caught the ball three times, take a step back
- Include a clap
- Toss to side and move to catch ball

BALL DRILLS WITH A PARTNER

Back & Forth in Air (2 minutes)

Stand 2 feet apart and toss underhand to each other.

- Once you have caught the ball 3 times, move back 1 large step
- Toss the ball stepping forward with your opposite foot (right hand toss, left foot step). This important basic movement will help the student with better balance and body movement

Back & Forth with a Bounce (3 minutes)

Stand 2 feet apart and toss underhand to each other

- Once you have caught the ball 3 times, move back 1 large step
- Include a clap and hop before catching the ball

Back & Forth with Movement (3-5 minutes)

Stand 10 feet apart and toss underhand to the side of the student.

- Alternate to both sides
- If inside, use the wall to toss the ball against for movement
- Place a station marker on the floor and the student has to come back there in between shots

RACKET DRILLS

Hug Your Racket

For safety, the students are taught how to hug their racket at all times.

Ball Balance (3-5 minutes)

Place the ball on the racket strings and balance the ball, touching the ball with one finger if needed.

- Touch the ground
- Turn around in a circle
- Roll the ball around the racket strings

Tap Downs (3 minutes)

Turn racket palm face down. Bounce the ball on racket strings at waist height.

Bump Ups (3-5 minutes)

Bounce the ball up in the air at eye level without touching the ground.

- Bounce the ball up and let it bounce
- Alternate palm facing up and down

Conclusion/Wrap Up

TIME:*30-45 Minutes***EQUIPMENT:***Station Markers,
Foam Ball,
Tennis Racket
Nets***SET UP:***Station markers
around the floor in a
large circle, nets***OBJECTIVES:***Eye Hand
Coordination,
Racket Drills,
Introduce the
Forehand***WARM UP:***Monster Walk,
Open Windows,
Jumping Jacks,
Squats***Warm Up & Stretching (10 minutes)****Up & Down (3-5 minutes)**

Toss the ball up in the air, let it bounce, and catch.

- Add a clap
- Add a jump
- Add a jumping jack

Touch Cross Plane (3 minutes)

Standing facing each other, one student holds a ball in their hand and moves the ball around. The other student uses their right hand and taps the ball. The objective of this drill is for the student who is tapping to work on cross plane movements. Repeat using other hand.

Arms Open Wide (3 minutes)

With arms open wide and a ball in one hand, bring the ball across the body to the opposite hand. The objective of this drill is for the student not to pass the ball in front of them, but off to the side.

Toss, Bounce, & Catch (3 minutes)

Stand 4 feet away from the wall and toss the ball underhand against the wall and let the ball bounce.

- Once the student has caught the ball three times, take a step back
- Include a clap
- Toss to side and move to catch ball

RACKET DRILLS

Hug Your Racket

For safety, the students are taught how to hug their racket at all times.

Ball Balance (3-5 minutes)

Place the ball on the racket strings and balance the ball, touching the ball with one finger if needed.

- Touch the ground
- Turn around in a circle
- Roll the ball around the racket strings

Tap Downs (3 minutes)

Turn racket with palm faced down. Bounce the ball on racket strings at waist height.

Bump Ups (3-5 minutes)

Bounce the ball up in the air at eye level without touching the ground.

- Bounce the ball up and let it bounce
- Alternate palm facing up and down

Ball Pass (2-3 minutes)

Students pass a tennis ball (or bean bag) back and forth and trap it on the racket.

- Pass it high, pass it low
- Pass around the back, pass between the knees
- Move back a few steps

Toss, Drop, Trap (3 minutes)

Toss the ball up in the air, let the ball bounce, and trap the ball on strings.

FOREHAND

READY POSITION:

Stand with your feet shoulder width apart, knees slightly bent with the racket held in front of the body.

TURN:

Turn sideways to the net.

RACKET BACK:

Take your racket back and show the letter "T" (both arms outstretched). Must be done as a unit turn.

CONTACT POINT:

Lower the racket and contact ball in front of front foot, from low to high.

FOLLOW THROUGH :

Finishing with the racket on the opposite shoulder.

READY POSITION :

Get back to ready position, preparing for the next shot.

Introduce the forehand, which is the most commonly used stroke in tennis. We purposely teach it to our athletes first, as it is the easiest to learn. This is a very basic stroke, as the athlete progresses the stroke will change a little to include spin. Demonstrate the forehand stroke several times.

Partner Drop (5-10 minutes)

Student A stands facing the net in ready position. Student B stands to their right about 2 feet away and drops a ball in front of student A. The ball is dropped where the proper contact point should be. This helps student A know where the correct contact point is and it also helps student A with depth perception and spatial awareness.

Conclusion/Wrap Up

TIME:

30-45 Minutes

EQUIPMENT:

*Station Markers,
Foam Ball,
Tennis Racket
Nets*

SET UP:

*Station markers
around the floor in a
large circle, Nets*

OBJECTIVES:

*Eye Hand
Coordination,
Racket Drills,
Forehand Drills*

WARM UP:

*Monster Walk,
Open Windows,
Jumping Jacks,
Squats*

Warm Up & Stretching (10 minutes)

Up & Down (3-5 minutes)

Toss the ball up in the air, let it bounce, and catch.

- Add a clap
- Add a jump
- Add a jumping jack

Touch Cross Plane (2 minutes)

Standing facing each other, one student holds a ball in their hand and moves the ball around. The other student uses their right hand and taps the ball. The objective of this drill is for the student who is tapping to work on cross plane movements. Repeat using other hand.

Arms Open Wide (2 minutes)

With arms open wide and a ball in one hand, bring the ball across the body to the opposite hand. The objective of this drill is for the student not to pass the ball in front of them, but off to the side.

RACKET DRILLS

Toss, Drop, Trap (3 minutes)

Toss the ball up in the air, let the ball bounce, and trap the ball on the racket strings.

READY POSITION:

Stand with your feet shoulder width apart, knees slightly bent with the racket held in front of the body.

TURN:

Turn sideways to the net.

RACKET BACK:

Take your racket back and show the letter "T" (both arms outstretched). Must be done as a unit turn.

CONTACT POINT:

Lower the racket and contact ball in front of front foot, from low to high.

FOLLOW THROUGH :

Finishing with the racket on the opposite shoulder.

READY POSITION :

Get back to ready position, preparing for the next shot.

FOREHAND

Continue to work on the forehand. Today, we will be introducing movement with the forehand.

Partner Drop (5-10 minutes)

Student A stands facing the net in ready position. Student B stands to his right about 2 feet away and drops a ball in front of student A. The ball is dropped where the proper contact point should be. This helps student A know where the correct contact point is and it also helps student A with depth perception and spatial awareness.

Partner Drop with Movement (3-5 minutes)

Student A stands facing the net in ready position. Student B stands to his right about 10 feet away. Student A turns and takes his racket back and runs out to student B as he drops a ball in front of student A. Once the stroke is finished, student A shuffles back to the station marker and stands in ready position. This drill is wonderful to work on movement.

Now we have established the correct way to hit a forehand with movement. Next, we will work on depth perception by student B going to the opposite side of the net and tossing the ball. If student A is having a hard time connecting with the ball, go back to the previous drill. It is important that the ball, once it bounces is as close to the contact point as possible.

Partner Drop with Depth (10-12 minutes)

Student A stands in ready position and student B stands on the opposite side of the net. Student B tosses an underhand ball to student A without movement.

- Toss the ball 4-6 feet away and recover back to the station marker
- Toss the ball 6-10 feet away and recover back to the station marker
- Rally back and forth

Partner Rally Over Line (5-7 minutes)

Both students come up to the line and touch racket faces together "kissing rackets."

Take 2 steps back, drop feed the ball, and rally back and forth over the line, trying to keep the ball bouncing a little above waist height.

Partner Play Over Line (3-5 minutes)

Both students rally back and forth. Once they have rallied four consecutive times, they each take a step backwards.

Conclusion/Wrap Up

TIME:*30-45 Minutes***EQUIPMENT:***Station Markers,
Foam Ball,
Tennis Racket
Nets***SET UP:***Station markers
around the floor in a
large circle, Nets***OBJECTIVES:***Eye Hand
Coordination,
Racket Drills,
Backhand***WARM UP:***Monster Walk,
Open Windows,
Jumping Jacks,
Squats***Warm Up & Stretching (10 minutes)****Basketball Hoop (2 minutes)**

Toss the ball up in the air and make a hoop with your arms. Let the ball land in the hoop.

Dribble (2-4 minutes)

Dribble the ball down on the ground with your hand.

- Alternate hands
- Dribble in a circle
- Dribble around cones/station markers. Set up an obstacle course

Wrap Around (2 minutes)

Using one hand, place the ball behind your back. With the other hand, grab the ball and bring it in front of your belly button. Pass off the ball and repeat.

Figure Eight (3-5 minutes)

Stand with your feet shoulder width apart and bend at the waist.

- Wrap the ball around just one leg in a continual circle
- Put the ball through your legs, around one leg, back through your legs, and around your other leg, making a figure eight

Walk the Dog (3 minutes)

With the racket touching the ground, the student rolls the ball on the ground with the racket by following the lines around the court.

BACKHANDS

READY POSITION:

Stand with your feet shoulder width apart, knees slightly bent with the racket held in front of the body.

TURN:

Turn sideways to the net, as a unit turn..

RACKET BACK:

Take your racket back..

CONTACT POINT:

Lower the racket and contact ball in front of front foot, swinging from low to high.

FOLLOW THROUGH :

Finishing with the racket on the opposite shoulder.

READY POSITION :

Get back to ready position, preparing for the next shot.

We have broken down the backhand stroke into progressions. This makes learning the backhand much easier and also helps the student gain confidence and have success.

Partner Drop (10 minutes)

Student A stands facing the net in ready position. Student B stands to his left (assuming student A is right handed) about 2 feet away and drops a ball in front of student A. The ball is dropped where the proper contact point should be. This helps student A know where the correct contact point is and it also helps student A with depth perception and spatial awareness.

Partner Drop with Movement (5-7 minutes)

Student A stands facing the net in ready position. Student B stands to his left about 10 feet away. Student A turns and takes his racket back and runs out to student B as he drops a ball in front of student A. Once the stroke is finished, student A shuffles back to the station marker and stands in ready position. This drill is wonderful to work on movement.

Now, we have established the correct way to hit a backhand with movement. Next, we will work on depth perception by student B going to the opposite side of the net and tossing the ball. It is important that the ball, once it bounces, is as close to the contact point as possible.

Partner Drop with Depth (5 minutes)

Student A stands in ready position and student B stands on the opposite side of the net. Student B tosses an underhand ball to student A without movement.

- Toss the ball 4-6 feet away and recover back to the station marker
- Toss the ball 6-10 feet away and recover back to the station marker
- Rally back and forth

Conclusion/Wrap Up

 *If student A is having a hard time connecting with the ball, go back to the previous drill.*

TIME:*30-45 Minutes***EQUIPMENT:***Station Markers,
Foam Ball,
Tennis Racket
Nets***SET UP:***Station markers
around the floor in a
large circle, Nets***OBJECTIVES:***Eye Hand
Coordination,
Racket Drills,
Forehand & Backhand
Volley***WARM UP:***Monster Walk,
Open Windows,
Jumping Jacks,
Squats***Warm Up & Stretching (10 minutes)****Basketball Hoop (2 minutes)**

Toss the ball up in the air and make a hoop with your arms. Let the ball land in the hoop.

Dribble (2-4 minutes)

Dribble the ball down on the ground with your hand.

- Alternate hands
- Dribble in a circle
- Dribble around cones/station markers. Set up an obstacle course

Wrap Around (2 minutes)

Using one hand, place the ball behind your back. With the other hand, grab the ball, and bring it in front your belly button. Pass off the ball and repeat.

Figure Eight (3-5 minutes)

Stand with your feet shoulder width apart and bend at the waist.

- Wrap the ball around just one leg in a continual circle
- Put the ball through your legs, around one leg, back through your legs, and around your other leg, making a figure eight

Walk the Dog (3 minutes)

With the racket touching the ground, the student rolls the ball on the ground with the racket by following the lines around the court.

FOREHAND VOLLEY

GRIP:

The correct grip for the volley is the continental grip "shake hands grip" (Bevel #2). – However, The forehand volley can also be executed with FH grip Bevel #3.

READY POSITION:

The student stands in ready position with their racket held up chest height, knees slightly bent, and ready to move..

TURN:

Turn your body sideways to the target (right), but still keep the racket out to the side in front of you (not behind like in groundstrokes)..

CONTACT POINT:

The contact point is out in front and there is no follow through. A volley is more of a block than a stroke

We have broken down the volley into progressions. This makes learning the volley much easier and also helps the student gain confidence and achieve success.

Progression One (3-4 minutes)

Have the student face the net in ready position about 1 foot from the net. Without a racket have the student turn and hold his hand up like a police officer saying stop. Student B tosses the ball towards the hand and student A blocks the ball.

Progression Two (3 minutes)

Holding the neck of the racket student A repeats blocking the ball while telling the ball to STOP. The racket tip should be pointed towards 2 o'clock on the forehand side.

Progression Three (3-5 minutes)

Slide the hand all the way to the bottom of the grip and repeat

Progression Four (3 minutes)

Move back two steps and repeat

BACKHAND VOLLEY

Repeat the same process as for the forehand volley except the student will turn to the left and use two hands. The dominant hand is always on the bottom.

Progression One (3 minutes)

Holding the neck of the racket have student A repeat blocking the ball while telling the ball to STOP. The racket tip should be pointed towards 10 o'clock on the backhand side.

Progression Two (3-5 minutes)

Slide the hand all the way to the bottom of the grip and repeat

Progression Three (3 minutes)

Move back two steps and repeat

Volley with Movement (5-7 minutes)

Have the student stand 12 feet back from the net. Place a station marker 3 feet from the net. The athlete will run up to the station marker, get in ready position and turn and hit the forehand volley. Run back and repeat.

- Alternate to backhand volley
- Alternate between forehand and backhand volley

Conclusion/Wrap Up

TIME:*30-45 Minutes***EQUIPMENT:***Station Markers,
Foam Ball,
Tennis Racket
Nets***SET UP:***Station markers
around the floor in a
large circle, Nets***OBJECTIVES:***Eye Hand
Coordination,
Racket Drills,
Serve***WARM UP:***Monster Walk,
Open Windows,
Jumping Jacks,
Squats***Warm Up & Stretching (10 minutes)****Up & Down (3-5 minutes)**

Toss the ball up in the air, let it bounce, and catch.

- Add a clap
- Add a jump
- Add a jumping jack

Touch Cross Plane (2 minutes)

Standing facing each other, one student holds a ball in their hand and moves the ball around. The other student uses their right hand and taps the ball. The objective of this drill is for the student who is tapping to work on cross plane movements. Repeat using other hand.

Arms Open Wide (2 minutes)

With arms open wide and a ball in one hand, bring the ball across the body to the opposite hand. The objective of this drill is for the student not to pass the ball in front of them, but off to the side.

RACKET DRILLS

Toss, Drop, Trap (3 minutes)

Toss the ball up in the air, let the ball bounce, and trap the ball on the racket strings.

Forehands & Backhands: Groundstrokes with Movement (5-7 minutes)

We have introduced both forehand and backhand groundstrokes and today we are going to include drills with movement.

Lateral Movement with 3 Shots: Forehand Side (3-5 minutes)

Stand in ready position, partner tosses ball so athlete takes just one step and hits. The athlete stays there in ready position, partner tosses another ball 3-5 steps away and the last time another 3-5 steps away. Once all 3 shots have been hit, the athlete returns to the station marker and starts all over again.

Lateral Movement with 3 Shots: Backhand Side (3-5 minutes)

Stand in ready position, partner tosses ball so athlete takes just one step and hits. The athlete stays there in ready position, partner tosses another ball 3-5 steps away and the last time another 3-5 steps away. Once all 3 shots have been hit, the athlete returns to the station marker and starts all over again.

Alternate Shots (5 minutes)

Athlete stands in ready position and partner tosses ball to forehand side and then to the backhand side. Keep alternating sides.

Groundstrokes, Approach & Volley (5-10 minutes)

Athlete stands in ready position with the partner on the opposite side of the net. The partner tosses a ball to the forehand side and the athlete hits the ball. Next the partner tosses a shorter ball, the athlete runs up and hits the ball and continues up to the net where the partner tosses a forehand volley. Repeat the sequence.

WARM UP/FITNESS

Running on the Spot

Gently jog on spot

Shuffle to Cones

Place two cones 8 feet apart and shuffle sideways to each cone

Open Windows

Lift each knee up in turn and extend outwards before placing back on the ground

Monster Walk

Lift and extend one foot and arm at the same time as you walk across the court

High Knees

Lift up each knee in turn while taking steps

Jumping Jacks

With arms by your side, extend arms and legs out at the same time in the shape of an "X." Then return to the starting position

Lunges

Step forward with one leg and bend knee. Alternate legs

Squats

Bend both knees at the same time.

Lateral (Side-to-Side) Movement in the Back Court

Tennis is a game of movement. To properly execute the groundstrokes, it is necessary to move quickly and efficiently in any direction. In moving laterally to a ball hit outside of immediate reach, remember to:

- 1)** Prepare with a 90-degree turn and backswing prior to moving.
- 2)** Move to the ball initially with normal running strides.
- 3)** Shorten your steps and complete your full turn and backswing as you approach the ball.
- 4)** Come to a balanced stance prior to the final execution of your stroke and step forward, if possible.
- 5)** Recover to a ready position after completing the stroke and shuffle back to a more central or optimal position on the court.

EQUIPMENT

21–27 Inch Rackets

Rackets come in all sizes. We recommend the athlete use the 21, 23 or 25 inch racket.

Foam Balls

The foam balls are larger and softer than regular tennis balls. They are much slower and have two colors, which helps the athlete see the ball better.

Red, Orange, and Green Felt Balls

The USTA has approved the use of the different colored tennis balls for children. The red, orange and green balls are low compression balls, which means they don't bounce as much. As the athlete progresses, the use of these balls would be ideal.

Portable Tennis Nets

These nets are smaller than regular nets and can be put up and taken down to use anywhere.

Station Markers

We use station markers or poly spots for safety. The athlete stands on the station marker while waiting in line.

Caution Tape

Caution tape is used to make more tennis courts. You can tie the tape to the trash cans to create another net.

Optional Equipment

Sometimes, in the lessons, you can use hula hoops for targets; balloons to hit with the racket; and bean bags for the ball drills. There are many other optional equipment options that can be used during these lessons, be creative and have fun!

KEY WORDS

Hug Racket

Shake Hands

The easiest way to find the grip is to shake hands with the racket.

Watch the Ball

Keep your eyes on the ball, watch it

Balls Up

To get everyone's attention shout "balls up" everyone stops what they are doing and puts their ball in the air.

Control the Ball

Go slowly, you want to be able to control the ball.

Bump

Hit the ball up.

Ready Position

In between each shot in tennis you need to get into "ready position". Feet shoulder width apart, knees bent and hold racket in front of your body with both hands.

Safe Space

Safe distance between each player.

Happy Feet

Move your feet really fast.

Low to High

In tennis you always hit from low to high, except for volley's.

Racket Handle Bevels #1, #2, #3

The bevels on the racket that help you find the correct grip.

Shuffle

You shuffle back after hitting the ball, to shuffle you sidestep quickly.

Crossing Mid Line

Midline is directly in front of your body, equal distance to right and left. Crossing mid line means using your right hand and going across the middle of your body to the left side.

Drop Feed

Drop the ball on the ground before hitting it over.

Rally

When the ball is hit back and forth over the net between two players.

Volley

A ball hit out of the air near the net.

INCLUDE

"Include people with ID at whatever level they can attain."

INSPIRE

"Give people with ID a goal to reach."

EDIFY

"Teach people with ID how much they can achieve."

VOLUNTEER

"Help abilities tennis clinics and classes be successful."

ADVOCATE

"Speak out for abilities tennis in schools and communities."

CHALLENGE

"Get out there and make it happen."

