

**Physical Education Brunswick School Department**  
**Grade 6**  
**Tennis**

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| <b>Essential Understandings</b> | <ul style="list-style-type: none"> <li>▪ There are benefits to physical activity, cooperation, and team work.</li> <li>▪ There are benefits of tennis as a physical activity and lifetime recreational activity.</li> </ul>  |
| <b>Essential Questions</b>      | <ul style="list-style-type: none"> <li>▪ How is the racket gripped?</li> <li>▪ How is a forehand stroke hit?</li> <li>▪ How is a backhand stroke hit?</li> <li>▪ How does one stand?</li> <li>▪ What is the footwork for developing skills?</li> </ul>   |
| <b>Essential Knowledge</b>      | <ul style="list-style-type: none"> <li>▪ <b>Basic Rules</b> <ul style="list-style-type: none"> <li>○ Each player serves the whole game.</li> <li>○ Scoring: love = 0; 15, 30, 40, game. Tie at 40 = deuce.</li> <li>○ Must win by two points.</li> <li>○ Ball must bounce once when receiving the serve.</li> <li>○ Ball must only bounce once or not at all when returning any hit other than a serve.</li> <li>○ Server must serve from right to left and left to right after points are scored.</li> <li>○ Can play a singles match or a doubles match.</li> <li>○ Serve cannot hit net. If it does, must replay serve,</li> </ul> </li> <li>▪ <b>Holding racket for forehand stroke</b> <ul style="list-style-type: none"> <li>○ Shake hands with racket forming a V with the thumb and forefinger.</li> <li>○ Keep racket strings perpendicular to the floor.</li> </ul> </li> <li>▪ <b>Holding racket for backhand stroke</b> <ul style="list-style-type: none"> <li>○ Same as forehand except rotate thumb downward slightly.</li> <li>○ Keep racket strings perpendicular to the floor.</li> </ul> </li> <li>▪ <b>Footwork positioning</b> <ul style="list-style-type: none"> <li>○ Face the net with feet shoulder width apart, knees flexed and weight on the balls of the feet, ready to move quickly.</li> </ul> </li> <li>▪ <b>Forehand Footwork and Stroke Movement</b> <ul style="list-style-type: none"> <li>○ Step back and put weight on foot of forehand side while drawing racket behind shoulder; turn non racket shoulder towards net.</li> <li>○ As racket swings forward and contacts ball, transfer weight to front foot; lock wrist and grip firmly as contact ball.</li> <li>○ Keep eye on ball as it contacts racket</li> <li>○ Follow through with racket to place one wants the ball to go.</li> </ul> </li> <li>▪ <b>Backhand Footwork and Stroke Movement</b> <ul style="list-style-type: none"> <li>○ Take racket across body, keeping strings perpendicular to floor while stepping back and putting weight on foot of backhand side; turn racket shoulder towards net; keep knees flexed.</li> <li>○ Non-racket hand should help keep balance if it is not doing</li> </ul> </li> </ul> |

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|                                       | <p>a two-handed backhand grip.</p> <ul style="list-style-type: none"> <li>○ As racket swings forward and contacts ball, transfer weight to front foot; lock wrist and grip firmly as contact ball.</li> <li>○ Keep eye on ball as it contacts racket.</li> <li>○ Follow through with the racket to place one wants the ball to go.</li> </ul> <p>▪ <b>Safety</b></p> <ul style="list-style-type: none"> <li>○ Students do not randomly swing rackets around without checking that other students may be too close.</li> <li>○ Do not run to collect a ball. Ask student near it to pass it back.</li> <li>○ Do not jump any nets or lines set up as nets.</li> </ul>  |
|                                       | <p>▪ <u>Terms</u>:</p> <ul style="list-style-type: none"> <li>○ Racket parts (grip, neck, head, strings, frame); forehand, backhand, footwork, weight transfer</li> </ul>   |
| <b>Essential Skills</b>               | <ul style="list-style-type: none"> <li>▪ Demonstrate appropriate stance.</li> <li>▪ Demonstrate good sportsmanship.</li> <li>▪ Demonstrate appropriate grip.</li> <li>▪ Demonstrate forehand return.</li> <li>▪ Demonstrate backhand return</li> <li>▪ Demonstrate control of return, both speed and direction.</li> </ul>  |
| <b>Related Maine Learning Results</b> | <p><u>Health and Physical Education</u></p> <p>G. Movement/Motor Skills and Knowledge</p> <p>G1. Stability and Force</p> <p>Students change their motion and the motion of objects by applying the principles of stability and force during skill practice.</p> <ul style="list-style-type: none"> <li>a. Demonstrate the principle of opposition.</li> <li>b. Demonstrate how the point of contact changes the path of an object.</li> <li>c. Demonstrate how the point of release changes the path of an object.</li> <li>d. Demonstrate lifts and actions that decrease risk for injury.</li> </ul> <p>G2. Movement and Skills</p> <p>Students demonstrate motor skills and manipulative skills during drills or modified games/physical activities.</p> <ul style="list-style-type: none"> <li>a. Demonstrate correct technique for motor skills and manipulative skills during drills or modified games/physical activities.</li> <li>b. Combine manipulative skills with motor skills during drills or modified games/physical activities.</li> </ul> <p>G3. Skill-Related Fitness Components</p> <p>Students describe the following skill-related components: balance, coordination, agility, speed, and power.</p> <p>I. Personal and Social Skills and Knowledge</p> |

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|  | <p>11. Cooperative Skills<br/>Students demonstrate cooperative and inclusive skills while participating in physical activities.</p> <ol style="list-style-type: none"> <li>Work together as a team.</li> <li>Respond appropriately to peer pressure.</li> <li>Manage conflict.</li> <li>Engage peers respectfully in activities.</li> </ol> <p>12. Students demonstrate responsible personal behaviors while participating in physical activities.</p> <p>13. Safety Rules and Rules of Play<br/>Students describe game/physical activity rules and safety rules and their purpose.</p> <ol style="list-style-type: none"> <li>Explain the purpose for modifying playing rules in specified situations.</li> <li>Explain the safety rules and possible risks associated with specific games/physical activities.</li> </ol> |
| <b>Sample Lessons And Activities</b>       | <ul style="list-style-type: none"> <li>▪ Skill instruction with everyone working individually.</li> <li>▪ Skill instruction with partner; in groups of 4 – 6.</li> <li>▪ Use foam ball to begin with and move up to low bounce balls as skills improve.</li> <li>▪ Practice with partner.</li> <li>▪ Practice on a court in groups of 4 with net.</li> </ul>  |
| <b>Sample Classroom Assessment Methods</b> | <ul style="list-style-type: none"> <li>▪ Classroom/field observation</li> <li>▪ Skills checklist</li> </ul>   |
| <b>Sample Resources</b>                    | <ul style="list-style-type: none"> <li>▪ <u>Publications:</u> <ul style="list-style-type: none"> <li>○ <u>Complete Physical Education Plans For Grades 7-12 – Kleinman</u></li> <li>○ <u>PE Games and Activities Kit for Grades 6 – 12 – Lumsden</u></li> <li>○ <u>Physical Education for Children – Lee, Thomas, Thomas</u></li> <li>○ <u>USTA Physical Educators Guide for Teaching Tennis in Schools – 9<sup>th</sup> Edition</u></li> </ul> </li> </ul>   |
|  | <ul style="list-style-type: none"> <li>▪</li> </ul>   |