

Lesson and planning

Planning lessons is an art, but having a set journey from stage 1 to 9 makes writing lesson plans easier. Sometimes I plan lessons 3 months in advance for my groups, others (especially adult sessions) I may plan week to week.

This week I am going to give you my favourite drills, games, or practices from my working days last week.

Many can be found in all of the S9 books, and if you are interested in the planning course then you can find it [Home \(learnworlds.com\)](http://learnworlds.com)

You will find that despite the age, I have used a variety of drills from red ball to yellow and into singles tactics or patterns of play. I am almost certain that I have covered pretty much every drill in tennis in all the books I have written, and all can be adjusted accordingly via progression or regression.

Monday

Junior Group – Stage 5

12 students - 3 courts

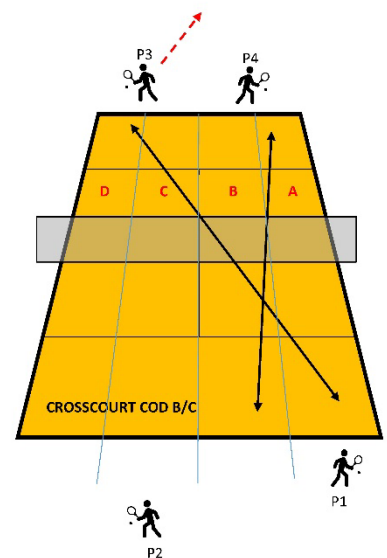
Teaching point – changing direction on a short ball

Taken from S9 Singles Tactics

The diagram below explains it all and, like everything, I take one aspect of a situation. This time it was working with the short ball.

CROSSCOURT CHANGE OF DIRECTION (COD) ON B/C AREA

- Player 1 rallies crosscourt in the deuce courts to player 3 and changes direction on any B/C area shot to player 4
- Player 3 moves off the court for 1 and 4 to continue the point.
- Restart from the ad side with player 1 rallying to player 4 and changing direction to player 3
- Player 2 moves in to replicate the same play
- Players keep individual scores
- Change roles after 5-minutes, noting down scores on the scorecard



Tuesday

PE lesson year 7 – Stage 3

24 Students - 3 courts

Teaching point – Backhand consistency

Taken from S9 Red ball

When working with PE lessons in schools you have up to 40-minutes, a huge amount of students and limited courts. But it can work!

I used buddy coaching for teaching the backhand as shown on the S9 YouTube channel and after some practice, run the game below. I am working at an boys school, and at the end of the day these students want to play and compete.

Up and Down the River

Purpose

Learning to win with consistency

Equipment Required



Organisation

- Players play out points in the long and narrow area
- Players keep the score throughout the 2-minute period, scoring double for a backhand win
- Winners move up half a court, losers move down a court
- On a draw, players use rock, paper, scissors

Key Points

- Question players regularly on what their best shot was during points. This helps take their focus away from the last shot. A great quote is 'remember the best, let go of the rest'.

Wednesday

Junior Group – Stage 7

9 students - 3 courts

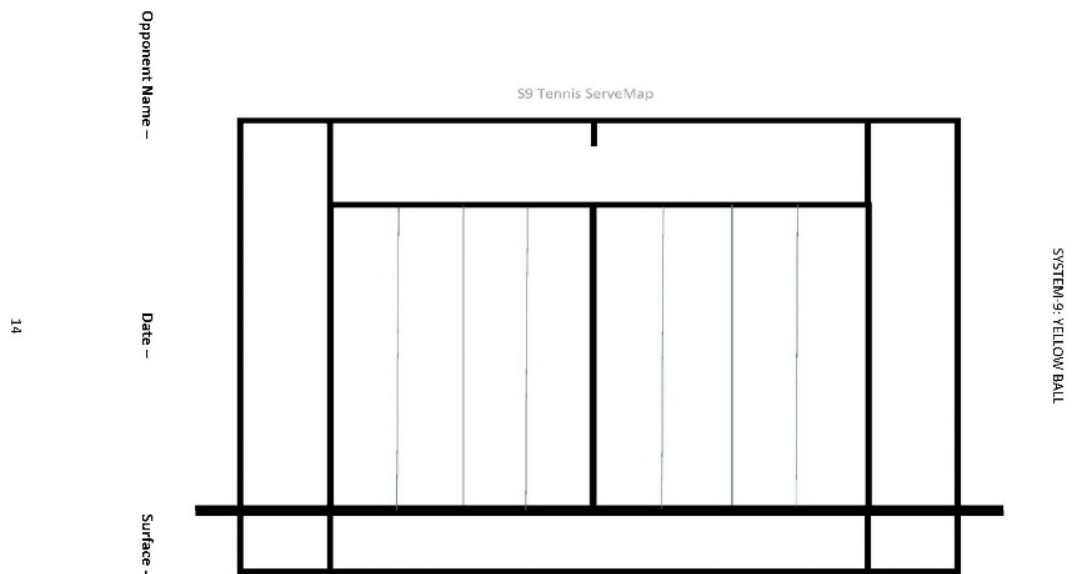
Teaching point – Discover the opponent’s weaker return

Taken from S9 Orange Ball, S9 Yellow Ball

Players were sent out to play fast 4’s to work out an opponent’s weaker return.

Player 1 played 2 whilst player 3 match charted where the returns landed. Circled with a win and left with a x when lost.

I find charting helps players understand what is happening on the court from a different perspective.



Thursday

Individual Lesson – Grade 2 standard player

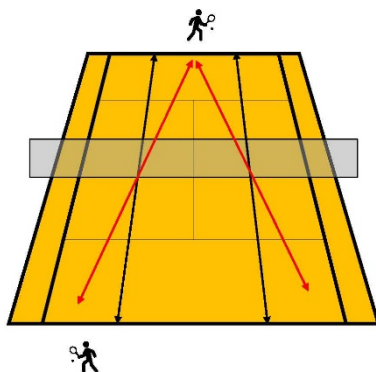
1 student - 1 court

Teaching point – Neutralise the high backhand

Taken from S9 Patterns of Play

As illustrated below, we rallied down the middle whilst I hit a ball to the high backhand before playing the point out.

A lot of what we do at this stage is based on what is happening on the match court and how to combat it or to improve the outcome percentages.



2.1 The Pyramid

In this cooperative set up the coach in the middle runs the player from side to side enough for the player to get to each ball.

This is great to look at footwork (is it efficient and effective?), psychology (can the player stay in the rally without giving up?) and the tactical side of the game (does the player hit with height under pressure? Or use slice to when required?)

2.2 Pyramid Patterns

Centre player can hit any of the following:

2.2A

Hit two shots to one area and one to another. This pattern can be continued.

2.2B

Rally 1 ball to both outer edges (A&D) and then any area is open

2.2C

Rally to area D consistently until player decides to hit area A and play out

Remember to change roles for both coach and player to experience both situations.

Friday

Red Ball Group – Stage 3

12 students – 4 red ball courts

Teaching point – Rally consistency longline

Taken from S9 Red Ball

It has taken a year to get to a decent standard of rallying at stage 3 from a skill level of 0 with these players. Like many groups some move to different days or standards and we end up with new players coming in that are a little behind or more advanced.

Here we used also use differentiation...

Four players only had 3 balls to start

2 players had to win two points in a row to win a ball

1 player had to feed each rally and only had to rally 2 shots to win a ball

Hoop Ball

Purpose

Learning to win with consistency and depth

Equipment Required



Organisation

- Place 3-5 balls inside a hoop at the back of each court
- Players play out the point with the winner taking a ball from their hoop
- The winning player is the first to use up all the balls within the hoop

Key Points

- Always look at the basics especially split step and recovery
- Ensure players are committing to what you have taught whether it be the follow through, movement or receiving skill timing.
- Rotate partners regularly

Saturday

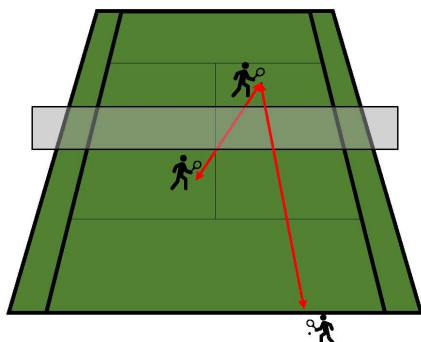
Adult shared lesson – Stage 5 intermediate players

2 students - 1 court

Teaching point – positioning as the volleyer in doubles

Taken from S9 Yellow Ball doubles section

This is a husband-and-wife session who are interested in improving their all round techniques and understanding of doubles play. They rarely play singles so anything we do from warming up to improving technique is all done in doubles situations.



The role of net player and the movement triangle

The net player has one role, be a pain against the opposing player. Move and move some more!

Lone net player feeds the ball to the baseline player and 'mirrors the bounce of the ball'.

Baseline player drives or slices the ball to lone net player who then volleys to the hot seat player.

The pattern continues until failure.

Rotate every 3-minutes.

Follow this with after 3 errors rotate one place, the winner is the lone volleyer after 10 minutes.