University of Victoria
Faculty of Education
School of Physical Education
May 2003

PE 117 – TENNIS (A01)

Instructor: T. Hopper
E-mail: thopper@uvic.ca Website: http://web.uvic.ca/~thopper/
Office: Mck. 133
Phone: 721-8385
Classroom: Indoor and outdoor tennis courts at the Ian Stewart Complex (formerly Gordon Head complex).
Date & Time: May 12 to June 4, 2003. 10.30 am to 12.00 am - MTWR.

This Skill Performance and Analysis course is intended for students pursuing degrees in the School of Physical Education (B.Ed., B.A.& B.Sc.). It is designed to develop each participant's level of performance, ability to analyze skills, and understanding of strategies or concepts for playing the game.

1. Course Goal:

1. For students to improve their technical and tactical playing ability through an understanding of why each skill is needed, and how to apply skills appropriately in the game.
2. For students to have the knowledge and ability to analyze their own and other player's game performance and stroke play using basic diagnosis and correction.
3. For students to experience how to progressively teach tennis to enable learners to play the game as part of an active lifestyle.

Specific Objectives for participants performance of the game:

Successful students will have the ability to play sets and games, showing consistency, and understand the following basics.

1. Technical

Projection skills for shots before and after the bounce, as well as overhead.

(a) Ball Control Skills: height, direction, distance, speed and spin
(b) Analysis of Stroke: impact point, racquet head, racquet swing, body position, judging the ball, footwork, grips.

Reception Skills

(a) Getting balanced behind the ball through reading game situation and using effective footwork.
(b) Adaptation to various balls received through different preparation skills for better timing and execution.

2. Tactical

(a) Basic situations in singles: when serving, when receiving, when both at the baseline, when approaching the net, when opponent approaches the net.
(b) Develop according to the above situations: proper positioning, knowledge of rules and scoring, competitive strategy: consistency, hitting away from opponent.
(c) Phases of play: rallying - steady and deep
defensive - move and catch far and fast balls
attacking - placing ball in the court away from opponent

3. Physical

(a) Encourage multilateral physical activity.
(b) Tennis specific movement to increase: acceleration, speed of reaction, general and specific coordination, aerobic capacity, body strength, range of motion, dynamic balance and develop positive training habits.

Equipment

1. Students should supply their own racquets. There is a limited supply of tennis racquets are available from the equipment room.
2. Tennis balls will be supplied.
3. Students should come to class appropriately dressed. Dress for class should include T-shirt and shorts or sweat pants or short skirt and appropriate court running shoes.

NOTE: Attendance at all sessions is required. (See University Calendar 2002-03).

Evaluation:

• Attendance and practical participation	12%
• Practical Ability	45%
Practical	**57%**
• Course Log	15%
• Video Analysis of Own Stroke	28%
Written	**43%**

Course Requirement:
Attend all classes. Students who miss more than 10% of the classes without a valid medical or compassionate reason may be refused permission to receive all or part of final practical assessment.

Evaluation:

1. Personal ability: (a) 45% of course mark. This will be awarded in relation to the course criteria, which is on a one to nine scale and located on-line at http://web.uvic.ca/~thopper/ link to PE117. The criteria is divided into the following four areas:

(1) Drives	(11%)
(2) Volley	(10%)
(3) Services	(12%)

Assessment in these areas will be made continuously throughout the course by the instructor and by any students reaching level eight in any of the four areas. To reach level nine in a particular category a player with an eight in that category will coach a peer to reach a higher level. The instructor to ensure consistency, confirms any student assessment.
The fifth area to be assessed will be Tactical Awareness and Game performance (12%). Drawing on the work of Hopper (2003) and Griffin et al. (1997)[1] the game performance assessment instrument (GPAI) will be used. A minimum of two uses of the instrument will be needed to earn marks. Students are invited to complete the GPAI as many times as they want to improve their game play and tactical awareness mark. Students ability to reflect on the meaning of the results of the instrument in relation to their game play will be given marks out of 10. Marks will be awarded for description of what data showed, interpretation of meaning for tactical play and skill execution and personal recommendation for improvement. GPAI reflections will be handed in as part of students' course log reflection. Sample GPAI assessment sheets can be located on the course web-page at http://web.uvic.ca/~thopper/.

Final assessment Mon. June 2 to Thurs. Jun 4

2. Video Analysis of Own Stroke: 28% of course mark. Students will be required to analyze a video clip of themselves performing one of the following strokes: Forehand groundstroke, Backhand groundstroke, volley (Backhand or Forehand) or serve. The paper should be between 1200 – 1500 words. Computerized video clips will be prepared in class to be used in this assignment. Referencing to develop analysis and develop interpretation of how to improve stroke, is recommended. It is recommended that students make use of course text from PE341 – Biomechanics - J Carr. J. (1997). *Mechanics of movement.* Human Kinetics. A copy will be on reserve in the Resource center in McKinnon. This assignment should be typed. Sample papers can be located on the course web-page at http://web.uvic.ca/~thopper/.

Initial picture analysis compared to Pro stroke Due Thur. May 15
Assignment Due: Mon. June 2

3 Course Log: 12% of course mark. Instead of a mid-term examination students will be expected to write weekly in a course log. A suggested outline on how to write up important technical points and organizational points with diagrams for activities in class is attached to this course outline, an electronic version can be referenced from the course web-page at

[1] Griffin, L. L., Mitchell, S. A., & Oslin, J. L. (1997). *Teaching sport concepts and skills : A tactical games approach*. Champaign, IL: Human Kinetics.

http://web.uvic.ca/~thopper/. First hand-in of course log is due on Wed. May 14. For full marks course logs will show,

1. This course outline
2. An index page of material by date and topic
3. Practical assessment criteria printed from course web-page
4. GPAI forms and reflective summary entries as completed.
5. A professional and neat format.
6. Game/tasks outlines for each activity covered with reasonably accurate information on each activity for 12 lessons of materials from class. Note, activities will be repeated so be prepared to revise and extend notes on each activity.

Important note, if a student misses a class they are required to catch-up missed material by either checking with a peer for notes on class (copying notes if peer willing and you have not asked before) or adapting notes from past example logs located on the course web. There are no exceptions to this condition of the class. Missing material will result in a 0 or less marks.

Final hand-in of course logs, in class on, Wed. May 28

4. Attendance and participation: Worth 15 marks equal to 15% of course marks. Failure to attend class will result in marks not be earned. Exceptions are if you are forced to miss class for a valid medical reason or compassionate reason, in which case documentation will be needed and it will be your responsibility to catch up on the activity notes and learning from class. Full attendance and participation will result in 12/15 of marks (1 mark for each class attended). Evidence of practice outside of class will make up the remaining 3/15 of marks for participation (1 mark for each practice session). Additional practice outside of class will be considered as make up for any absences from class. Students are required to register attendance and practices for each class before the class begins.

Fundamentals for Tennis Strokes.

Basic elements contained in each shot:

Phases of a skill	Key points within phases of a skill
• Preparation	• Watch the ball and balance
• Wind-up	• Racquet Preparation and target
• Force generation	• Swing and ball contact with racquet strings
• Follow-through	• Recovery for flow and balance.

General principles of play

Positioning in relation to:

1. Consistency
2. Placement/Depth
3. Spin and Power

TACTICAL PLAY

First you must know what to do:

(1) when serving
(2) when returning serve
(3) when both at baseline
(4) when opponent comes to the net
(5) when going to the net.

The following variables can affect the decision made in the above game situations:

(1) characteristics of the player
(2) environment
(3) zones of play
(4) styles of play
(5) phases of play
(6) ball sent.

Now that you have an idea of what to do, you must know how to do it. What are the characteristics of the ball?

(1) direction
(2) distance
(3) height
(4) speed
(5) spin.

These are the five BALL CONTROLS necessary to execute an effective action. In addition, there are eight FUNDAMENTALS that affect the ball control:

(1) attitude of the player
(2) reception position
(3) intention of player
(4) impact point with ball
(5) racquet head angle
(6) racquet trajectory
(7) biomechanics of stroke
(8) player footwork.

THE 4Rs OF THE GAME OF TENNIS: Anatomy of a shot

As shown in Figure 1, the 4 R's create a decision making model for how to play a shot in a game of tennis. Each phase of the model is explained below:

READ (Make a decision by anticipating opponent's actions):
This is the ability of the receiving player to tactically **read** the situation to make a decision by anticipating the opponent's target area and the anticipated CHARACTERISTICS of the ball as the opponent plays it.

RESPOND (Cover action as opponent hits the ball):
Based on the receiving player's decision on how the opponent will play a shot, the player **responds** (split-step action) as the ball is hit to cover the target area and prepare a stoke for the type of shot to be sent back.

REACT (Adjust action - hitting zone):
This is the final set-up to effectively execute a stroke. By tracking the ball from the opponent's racquet the player has to react to the ball making adjustments so that his/her body weight shifts appropriately to execute an effective stroke. A key characteristic of an effective stroke is the ball being struck in the hitting zone for the player--the zone just in front of the leading body part. There is no one-way to hit any stroke, although the technique does need to apply biomechanical principles that allow the player to improve according to his/her own style and play characteristics.

RECOVERY (Base):
This is a player's **recovery** from the skill execution to prepare for the next stroke and reflective learning from the experience of executing the skill. A balanced base is a key characteristic of this phase. Through the proper awareness of the outcome of the stroke execution players learn from their experience. A key characteristic of this phase is player's positioning. A player should position him/herself in the court to prepare for the expected reply by the opponent. If a stroke is unsuccessful the experience should give feedback to the player to help improve skill selection and skill execution next time.

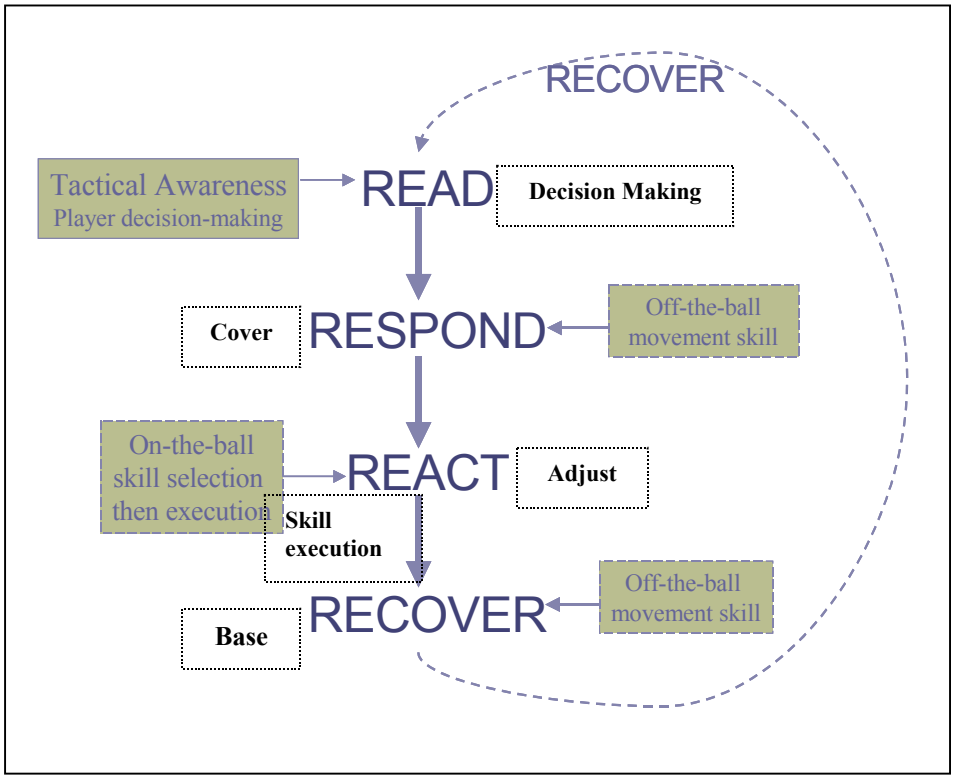


Figure 1 – The four R's model for player off-the-ball movement in net/wall games

A more detailed description of the 4Rs model can be found in the following article
Hopper. (2003). Four R's for tactical awareness:
http://www.educ.uvic.ca/Faculty/thopper/WEB/articles

TACTICAL AWARENESS COMPONENTS

In addition to the 4Rs the following tactical awareness components create a frame for understanding tactical play within a game.

SPACE

(a) where an object should be placed in the area of play, and
(b) where a player should go in the area of play based on the placement of the object.

TIME

(a) when to execute a skill within a game,
(b) when to create time to play a shot, and
(c) when to reduce opponent's time.

FORCE

(a) how much force to apply on an object for height, directional control and distance.
(b) how to apply force on an object for height, directional control and distance.

More detailed explanation of the these components along with the advanced tactical awareness components can be found in Hopper and Bell (2000). A tactical framework for teaching games: Teaching strategic understanding. *CAHPERD, 66*(4), 14-19:
http://www.educ.uvic.ca/Faculty/thopper/WEB/articles

PROVISIONAL CLASS SEQUENCE: Course content.

COURSE TOPICS	CONCEPTUAL SEQUENCE IN COURSE
Course Introduction 1. Game appreciation, Free play and practice in short courts 2. Fundamental Skills of the game. Playing in the full court. Basic drive and grip. 3. Individual coaching, assessment of drives and free play 4. Percentage play- tournament. Use of spin to control ball. Over-hand Serve 5. Handicap singles round robin tournament 6. Use of spin. Drives 7. Video Analysis of Strokes 8. Drills to incorporate spin into the game. 9. Drills focused on skills for doubles. 10. Specialty shots & Match play 11. Team Tennis – League matches 12. Coaching Assessment (15 min. per pair of students) x 2	▪ Consistency. Keep ball going ▪ Placement and positioning Consistency ▪ Initial assessment. ▪ Placement and positioning Consistency ▪ Match Play ▪ Spin, Placement and positioning Consistency ▪ Spin, Placement and positioning Consistency ▪ Spin & Power and Placement ▪ Team Play ▪ Spin & Power Placement and positioning ▪ Spin & Power Placement and positioning

MARKING SCHEME FOR ANALYSIS OF STROKE
Assignment 2

Course PE 117: Video Analysis of Own Stroke

100% Description of own and correct stroke is clear and logically developed, clear sense of game play purpose of strike with supporting and contrasting evidence from other sources. Contrast between own stroke and correct stroke in game play is developed very well using appropriate sources to offer effective solutions to identified problems.

90% Identified differences between own stroke and correct stroke and why disparity present. Interpreted purposes of stroke within game play. Clearly explaining deficiencies and how to improve stroke. References developed argument.

80% Good description and analysis of stroke. Comparison made to correct stroke technique to suggest corrections to own stroke. Speculative solutions contrasted and supported by references. Clear game play interpretation of stroke identifying any problems.

70% Stroke described with few errors. Appropriate outline of correct stroke technique with relevant comparison to own stroke. Some use of references to develop ideas. Described game play with some interpretative analysis.

60% Described own stroke and correct stroke with a partial comparison. Some descriptive ideas on how to improve stroke and/or game play. Discussed possible solutions but not sure why appropriate.

50% Lacks a clear description of own stroke.
Described correct stroke and partially relates it to own stroke.
Match analysis of play briefly described.

40% Described strokes but did not give a clear analysis of own stroke or effective use of the stroke in the play.

30% Failed paper.

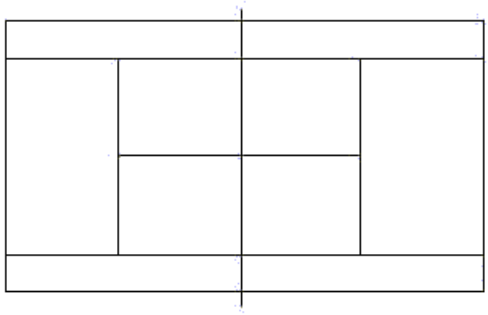
Grading of the paper

Approximate Weighting	**Brief description of what expected**
5 marks	Typed
5 marks	Print out of own performance of stroke from video clip broken down into the four phases of a skill, two pictures for each phase.
2 marks	Print out or photocopy of skilful performance of stroke for comparison to own stroke.
8 marks	Description of skilful performance with general reference to biomechanical principles and related technical cues
8 marks	Description of own performance with general reference to biomechanical principles and related technical cues
10 marks	Based on comparison recommendations for improvement in own skill and why improvements would be effective.
2 marks	Referenced using APA style
40 marks	TOTAL

Name of Activity:_____

Tactical Problem:

Skill development:

Teaching Points	**Diagram and images**
Tactic progression: Skill progression:	
Biomechanical Reminders	**Game Aim and rules.**
	AIM: Rules 1. 2. 3. Extensions