units12&7

BTEC Level 3 Nationals in Sports Coaching and Development (2019 Specification)  
BTEC Level 3 National Diploma in Sport (2016 Specification)

60 Guided Learning Hours  
13 Lessons

this resource covers:

Unit 12: Practical Sports Application (2019)   
Unit 7: Practical Sports Performance (2016)

Links to other units:

**Unit 3:** Sports Psychology (2019)

**Unit 4:** Nutrition for Physical Performance (2019)

**Unit 5:** Anatomy and Physiology in Sport (2019)

**Unit 6:** Sporting Injuries (2019)

**Unit 9:** Fitness Training (2019)

**Unit 10:** Technical and Tactical Skills in Sport (2019)

**Unit 11:** Influence of Technology in Sport and Physical Activity (2019)

**Unit 1:** Anatomy and Physiology (2016)

Practical Tennis Performance

**The international governing body for tennis is the International Tennis Federation and the Lawn Tennis Association   
is the national governing body in England. The Association of Tennis Professionals organises the top-tiers of competitions for men and the Women’s Tennis Association organises the equivalent for female players.**

Every tennis tournament will be overseen by a tournament referee. At higher level competitions umpires, line judges and court supervisors will be present to officiate matches. At lower-level competitions players self-officiate.

Tennis is both a technical and tactical sport, which makes it exciting to play and watch! Technical and tactical information is included in the resource titled “Tennis Skills, Techniques and Tactics”. For more detailed technical and tactical knowledge we recommend working with a local LTA Accredited tennis coach: [www.lta.org.uk/play-compete/get-on-court/find-a-tennis-coach](http://www.lta.org.uk/play-compete/get-on-court/find-a-tennis-coach)

| **Lesson** | **Topic** | **Activities** | **Resources** |
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| **2019 Specification** Learning Aim A: Explore skills, techniques and tactics required in selected sports Learning Aim B: Use skills, techniques and tactics in an individual and a team sport  Learning Aim C: Review own and other individuals’ performance in an individual and a team sport to inform   future development  **2016 Specification**  Learning Aim A: Examine National Governing Body rules / laws and regulations for selected sports competitions Learning Aim B: Examine the skills, techniques and tactics required to perform in selected sports Learning Aim C: Develop skills, techniques and tactics for sporting activity in order to meet sport aims  Learning Aim D: Reflect on own practical performance using selected assessment methods | | | |
| 1 | **Unit 12 (2019):**   * **A4 Individual sports (individual sports  that have a National Governing Body and a set of rules specific to the sport)** * **A5 Team sports is not covered in this SOW as tennis is classified as an individual sport**   **Unit 7 (2016):**   * **A1 NGB rules / laws in selected sports (2016)** | This unit will give learners the opportunity to improve their knowledge and practical ability in tennis. They will develop their practical performance in tennis, focusing on the application of skills, techniques and tactics and reflecting on their performance. This will be achieved through participation in practical activities, followed by a reflection on their performance. Learners will require the opportunity to practise and refine their individual skills and techniques, investigating and experiencing different areas of tactics and techniques. The rules and regulations of tennis are also investigated since an awareness of the rules can often lead to an improvement in performance.  Introduce learners to the National Governing Body for tennis, the LTA and some of their rules and laws. Ask learners to identify rules and laws they are aware of from their experiences in playing and / or coaching tennis.  Ask learners to work in pairs and to carry out internet research about the rules and laws as regulated by the NGB for tennis, the LTA and the international governing body for tennis, the ITF (International Tennis Federation).  Learners should consider regulations for sports under competition rules including:   * regulations for players / participants * equipment * playing surface / area * health and safety * facilities * scoring system * regulations for spectators   Watch video footage of competitive tennis matches, enabling students to identify officials and their roles. Learners should make a list of the different officials they observe and the responsibilities they demonstrate e.g., how scoring systems are used, who is responsible for organising where the players leave their kit, what happens if players need a toilet break or have an injury.  Learners could use their information to produce a leaflet about the rules and laws regulated by the LTA and ITF. | * Slides 1,2,3,4 and 5 * Internet access and computers * Video footage of competitive tennis matches |
| 2 | **Unit 12 (2019):**   * **A4 Individual  sports (2019)**   **Unit 7 (2016):**   * **A1 NGB rules / laws in selected sports (2016)** | Lead a class discussion about unwritten rules and etiquette in tennis. What is meant by unwritten rules?  Ask learners to identify tennis examples.  In small groups ask leaners to identify examples and discuss the role of unwritten rules in tennis. They should consider the impact of unwritten rules on the competitors (their welfare), behaviours of competitors, sportsmanship and ethics. Learners should consider situations where rules/laws have been applied both legally and illegally,  to include gaining a fair and unfair advantage, to win in a competitive tennis environment.  Learners would be benefit from watching tennis matches, this could be live or videos of professional plyers or their peers. Learners could make a list of the different unwritten rules they see in use. For example, clapping their opponent when they make a good shot, helping a player up if they fall, passing a ball so another player can serve, not hitting the ball directly at the opponent, shaking hands at the end of a match. Learners feedback to the class or groups, summarising their examples to explain the role of unwritten rules in tennis.  Videos demonstrating sportsmanship in tennis:  <https://www.youtube.com/watch?v=kj0u2ubmtdA>  <https://www.youtube.com/watch?v=yiix7AhR-Us> | * Slide 6 * Video or live footage of competitive tennis matches |
| 3 | **Unit 7 (2016):**   * **A2 Roles and responsibilities of officials** | Introduce learners to the key tennis officials and their roles in competitions e.g., umpires, line judges, competition organisers, court supervisors, tournament referees.  Learners need to be aware of the responsibilities of the officials including:   * interpretation and application of the rules / laws * control of competitors * health and safety (equipment, facilities, competitors) * fair play * use of technology (e.g., line calls in tennis  and net sensor) * effective communication / non-verbal communication (voice, signals) * fitness requirements * qualifications   Ask a guest speaker to talk to the class about the roles and responsibilities of tennis officials. The guest speaker could be a tennis official or coach. Or you could arrange a visit to a tennis club or tennis tournament for leaners to be able to observe tennis officials at work. There are a number of major tournaments held across the country (<https://www.lta.org.uk/major-tennis-events/>)  Learners should make notes during the guest speakers talk or during the visit about the different officials in tennis, their roles, and responsibilities.  Useful videos:  <https://www.youtube.com/watch?v=Gec_G2rpKwM>  <https://youtu.be/PNFkWxZ8FDo> | * Slide 7 * Guest speaker or visit |
| 4 | **Unit 12 (2019)**   * **A1 Classification  of skills required  in sport** | Introduce learners to the classification of skills: Continuous, Serial and Discrete, using examples of  tennis skills.  Learners work individually to produce a definition for  the three classifications of skill: Continuous, Serial and Discrete. Work through the example for continuous skills with learners. A continuous skill might last for minutes  or hours, there is no recognisable beginning or ending.  An example in tennis could be sprinting, however in tennis, points rarely last longer than 30 seconds so continuous skills rarely occur in tennis matches.  Players are more likely to run continuously when  hitting groundstrokes in a practice session. Ask learners  to identify examples of serial and discrete skills used  in tennis.  Show learners video footage of a tennis match,  this could be professional tennis players or their peers. Ask them to identify examples of the classifications of  skill. Allow learners to pause and rewind the video so  that they can highlight the different skills.  Lead a practical tennis session where learners can practice the different classification of skills they  identified. Allow learners the opportunity to practice  skills individually and with a partner.  You could either lead a skills session or allow learners to practice and identify different skills for themselves. | * Slide 8 * Textbooks * Video or live footage of a tennis match * Tennis equipment  and facilities |
| 5 | **Unit 12 (2019):**   * **A1 and A4**   **Unit 7 (2016):**   * **A1 and A2** | * Assessment 2019 Learning Aim A1 and A4.  (Assignment 1 covers 2019 Learning Aim A1 and A4) * Assessment 2016 Learning Aim A1 and A2. (Assignment 1 covers 2016 covers Learning Aim  A1 and A2).   Revision time allocated for learners to prepare for Assignment 1.  A written report discussing the rules / laws and regulations applied in selected sports and the skills required to perform in sports. An evaluation of how participants use skills, techniques and tactics required in individual and team sports, justifying why these are suitable for the sports performance. | * Internet access, computers, textbooks  and journals |
| 6 | **Unit 12 (2019):**   * **A2 Skills and techniques required to perform in a sport**   **Unit 7 (2016):**   * **B1 Technical  demands required to perform in a sport** | Recap lesson 4 and the classification of skills (continuous, serial and discrete). Introduce learners to the different skills and techniques required to perform in tennis. Learners need to be aware of:   * Attacking skills * Defensive skills * Techniques   Ask learners to work in small groups and to identify  tennis examples of attacking and defensive skills and techniques needed to be a successful player. Ask learners to consider skills and techniques which they find easy  to perform and those which they are still perfecting. Learners could collect this information in a list and share their examples with the class.  It would be useful to allow learners time to practice their tennis skills and to analyse the different skills and techniques needed in tennis.  Learners could select and carry out the activities that  are contained in the appendix of this document, which highlight different attacking and defensive shots.  A document showing the technique of the different tennis shots is also in the appendix.  Learners need to be given the opportunity to discuss and practice observing how different tennis skills are executed. You could ask learners to write notes which include a breakdown of how the techniques of the different skills  are applied for effective participation in tennis. | * Slide 9 * Tennis equipment  and facilities * Suggested activities contained within the “Tennis Skills, Techniques and Tactics” resource |
| 7 | **Unit 12 (2019)**   * **A3 Tactical demands applied in sports performance**   **Unit 7 (2016):**   * **B2 Tactical demands applied in sports performance** | Lead a Q+A session with the class about the tactical demands applied in tennis performance. Learners should discuss tactics relevant to tennis including:   * Defending and attacking e.g., formations, shot selections, movement, body position and phases of play, use of space * Decision making * Communication * Environmental conditions   Learners should be encouraged to identify tactics they frequently use and those they have watched professional players use.  Learners should be given the opportunity to play competitive games of tennis, both singles and doubles where they can use these tactical skills.  Lead a class discussion so that learners can identify and give examples of when and how they used different tactics, e.g., when defending / attacking, how they communicated with their partner, and how a change in surface or weather would alter play. | * Slide 10 * Tennis equipment and facilities |
| 8 | **Unit 12 (2019):**   * **B1 Safe and appropriate practical performance demonstration and participation**   **Unit 7 (2016):**   * **C1 Safe and appropriate practical performance demonstration and participation** | Learners practice tennis skills, techniques and tactics in a controlled environment.  Learners need to be given the time and opportunity to carry out the following:   * Isolated practices demonstrating skills and techniques independently without any pressure or external forces, completed successfully and without fault. * Conditioned practices e.g., only playing in a half court, or losing the point if the player hits the ball and it lands in the opponent’s service box, or if the ball bounces in your service box you must hit the ball and follow it into the net to volley * Competitive situations e.g., with match officials and appropriate opposition * Application of rules and regulations to show effective use of skills and techniques and the correct application of each component e.g., tennis serve – arm position, body position, foot placement * Effective use of skills, techniques and tactics, the use of skills and techniques in conditioned and competitive situations, and effective decision making and selection of skills, techniques and tactics when under pressure from an opponent | * Slide 11 * Tennis equipment  and facilities * Tennis Skills, Techniques and Tactics resource |
| 9 | **Unit 12 (2019):**   * **A2, A3 and B1**   **Unit 7 (2016):**   * **B1, B2 and C1** | * Assessment 2019 Learning Aim A2, A3 and B1 (Assignment 2 covers Learning Aim A2, A3 and B1) * Assessment 2016 Learning Aim B1, B2 and C1. (Assignment 2 covers Learning Aim B1, B2 and C1)   Revision time allocated for learners to prepare for Assignment 2.  A practical demonstration of the skills, techniques and tactics in the selected sports through isolated, conditioned practices and competitive situations. Photographic / video evidence of learners using skills, which can be supported by observation records. | * Internet access, computers, textbooks and journals * Video, camera, observation sheets |
| 10 | **Unit 12 (2019):**   * **C1 Assessment methods to review  the performance of  the skills, techniques  and tactics in  team sports**   **Unit 7 (2016):**   * **D1 Assessment methods to review  the performance of  the skills, techniques and tactics in the selected sports** | Introduce learners to the different methods they can  use to assess and review the performance of skills, techniques and tactics in tennis. Learners need to be  able to investigate how to use the different methods  and be familiar with the data they can collect.  Learners need to be aware of:   * SWOT analysis (strengths, weaknesses,  opportunities, threats) * Performance profiling * Use of technology (e.g., Dartfish® video recordings) * Testing * Interviews * Observations * Objective performance data   Learners would benefit from using these methods.  As a class you should identify and chose the areas of tennis performance you want to review, for example which skills, techniques and tactics will you aim to identify?  Lead the class through how to carry out a SWOT analysis for a chosen performer, this could be a member of the class or a professional tennis player.  Learners carry out performance profiling for the same player and compare the data from this method and the SWOT analysis to identify similarities and differences.  Learners would benefit from being able to use dartfish  or other similar video recordings to be able to analyse a tennis players performance.  Learners could discuss which tests could be carried out  to assess a player’s performance. Would it be beneficial  to collect data from fitness tests? If so, which ones are relevant to a tennis player? Which other tests would  be useful?  Learners could carry out observations of tennis players in competitive situations, either live or video footage and identify strengths and weaknesses in their performance.  Lead a class discussion about objective performance data and the need for the data collected to be relevant and comparable. For example, if you assessed a player’s serving performance in a competitive situation you  could not compare this data to data collected from the same player serving in training as the situation / environment is different. | * Slide 12 * Internet access, computers * Video footage / recordings of tennis matches * Access to dartfish or similar video recordings,  if possible |
| 11 | **Unit 12 (2019):**   * **C2 Reviewing performance in selected sports**   **Unit 7 (2016):**   * **D2 Review  performance in the selected sports** | Recap lesson 10 and the different methods used to assess performance. Introduce learners to how to use  the information / data collected from reviewing performance in tennis. Learners need to be given the opportunity to use assessment methods to review performance – they could use data collected from the previous lesson or you could give the class examples of data to review.  When reviewing a player’s performance learners need  to review their strengths and areas for improvement.  As discussed in the previous lesson learners must first decide what they are going to assess including: skills and techniques, tactics, application of rules, effectiveness of decision making.  Learners should be given the time and opportunity to practice the following:   1. Select what to assess (skills, techniques and tactics) 2. Assess the player and collect data using the methods in lesson 10 3. Review the performers strengths and areas for improvement by analysing the data collected in  the assessment   Learners should be given the opportunity to review  video footage of themselves, their peers and professional tennis players.  Lead a class discussion about how performance is reviewed. Do you need to use a template to record information (strengths and weaknesses / data / test results)? How can the information from the review be used? Is the information comparable? Is there normative data to compare results to or standards or is there a desired result to aim for? Learners need to be clear that the data they collect is reliable, its purpose and how it can be used to fairly review a performer. | * Slide 13 * Internet access, computers * Video recordings / footage of tennis matches (of learners and professional players) |
| 12 | **Unit 12 (2019):**   * **C3 Developments to improve performance**   **Unit 7 (2016):**   * **D3 Developments to improve performance** | Recap lesson 11 and the reviews learners carried out.  Lead a class discussion about developments learners can implement to improve performance in tennis. Learners should identify activities they could carry out to improve their performance, where they can get help and advice, and how to plan and make future targets. Learners should use the information they recorded from the reviews carried out in lesson 11.  Ask a guest speaker to talk to the class about developments to improve tennis performance.  The guest speaker could be a tennis player or coach.  The guest speaker should discuss the need to review performance and the range of activities to improve performance, including:   * aims and objectives * short and long-term goals * specific, measurable, achievable, realistic,  time-bound (SMART) targets * opportunities e.g., training programmes,  attending courses, qualifications and where to  seek help and advice   Learners should be encouraged to ask the guest  speaker questions about activities they use to improve performance and areas of strength and weakness and those which are commonly identified in reviews and used by other players.  Learners should be given time to carry out internet research to explore the range of activities available to them in their local area. Learners should set SMART targets and goals to help them meet their aims and objectives. Learners should use the information  collected from the reviews in lesson 11. | * Slide 14 * Guest speaker * Internet access, computers |