

DEVELOPING LESSON PLANS

Before planning a series of lessons the following information will give some indication of the time allocation for each segment of the lesson, that is:-

- The duration of the lesson.
- The number of lessons to be undertaken.
- No. of students in the group.
- The age/s of the group/s.
- The variation in the standard of the group.

If the duration of the lesson is only 20/30 minutes the time spent on skill and game activities will be shorter than over a 60 minute lesson duration. Generally, most segments of a lesson will take between 7/10 minutes.

In all group lessons conducted at random there will be at least three variations of skill level, namely:

Group 1 - Have not played much sport.

Group 2 - Have some physical/athletic ability from another sport.

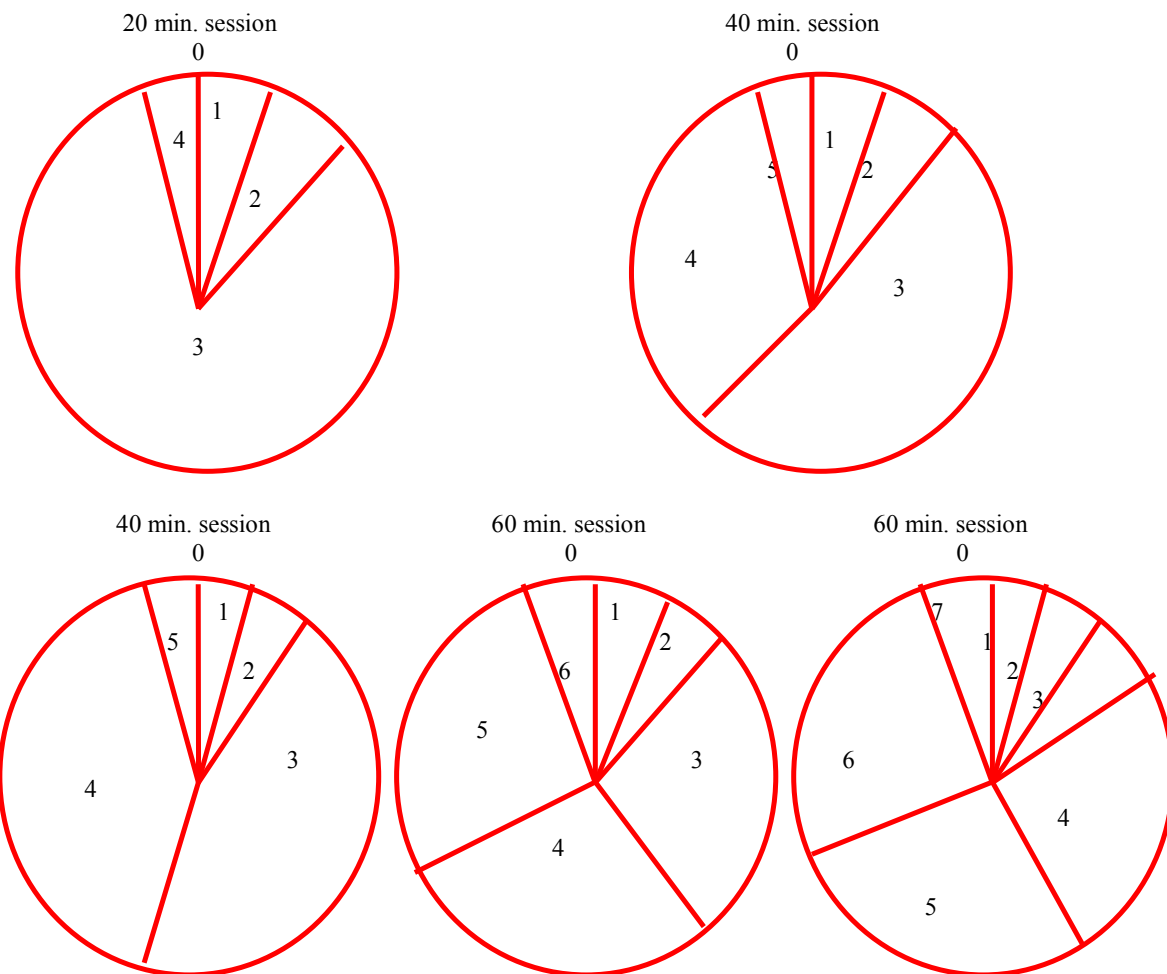
Group 3 - Are athletic and have played a hand-eye co-ordination sport before. Have played squash.

To keep interest and enjoyment for all three groups each lesson segment should vary so that each member of the three groups can succeed.

Always make each component of the lesson compliment the theme of that lesson. For example, if the theme of the lesson is length - the skill drills will be towards hitting length, the tactics about length, the pair routines having targets placed in the back of the court encouraging tight length shots, etc.. The theme "length" can be adapted to all standards of play.

To much emphasis on repetitive skill practice can be boring. Choose minor games that develop the skills necessary for that lesson and make fun for the participants.

Time allocation for the coaching session



1. Explanation and Demonstration.
2. Warm-ups/Movement Patterns/Minor Games.
3. Games/Circuit.
4. Drills/Games.
5. Games/Round Robin
6. Games/Round Robin.
7. Summarise.

Rotate the groups/players during Units 4, 5, 6.

It is important when planning to have all students participating. The types of games, and the structure of the drills will take into account the numbers in the sessions.

The scope of the lessons

It is important to have an overview of what is planned and it will be necessary to ask yourself:-

What achievement is expected of each student in each group for the 20 min. or 60 min. session.

What would each student in each group expect to achieve after the series of lessons.

If we know where to start we can then estimate how many steps it will take to achieve the goals expected.

Lesson Progression.

The following is an example of the scope and progression over a 10 week period.

Theme of Lesson	Teaching Points	Suggested Activities
1. Introduction	Holding the racket/Grip. Court Markings. Safety, Evaluate.	Introductory ball drills Stations/Circuits/Games.. Skills/Drills.
2. Forehand & Backhand	Footwork. Drives. Targets.	Games/Round Robin
3. Hitting with accuracy and direction.	Footwork/Approach to the ball. Swing. Ball contact.	Rally/Games using the targets.
4. Court Movement - Returning to the T.	Keep away from the walls and corners. Targets for Drives and Cross Court.	Skills/Drills. Pair routines. Games.
5. Serving and Return of Service.	Where to stand. The Ball toss. Racket head control. The target on the front wall.	Volley. Serving. Serve, Return and Rally.
6. Return of Service and Volleying.	Racket head control. Racket Backswing. Approaching the ball. Ball contact.	Underarm/Overarm volley drills. Feeder routines/Pair Routines. Restricted games.
7. Volleying and Rebounding off the side walls.	The angle of the rebound. The flight path of the ball. Interception.	Serve/Volley/Rally. Volley Feeder/Pair Routines. Restricted Games.
8. Volley.	Angle rebounds. Footwork. Racket Backswing. Volleying at various heights.	Pateka Mini Volley.
9. Angles/Boasts	Recovering the ball from behind. Taking the ball off the back wall. Footwork. Angle of racket face. Side wall targets.	Play a game, returning to the T, and attempting to recover all balls that have gone onto the back wall, or side wall nearby.
10. The Game Rules/Scoring	Interference Rule (ensure players know their obligation).	Play a Round Robin with Markers and Referees.

This same progression can apply to all standards. The things that alter, generally, will be the level of skill and the intensity of the warm-ups, skills/drills, and game tactics.

The resources in this manual will assist lesson planning. Refer to the Skill Brochures.

Lesson Plans

The attached Lesson Planning Sheet will enable Coaches and Teachers to keep a record of the lesson content. Whilst it would be impractical “to set the lessons in concrete”, that does not mean the progression changes. It might mean that a revision lesson is scheduled every few weeks or less emphasis is put onto repetitious practice and more of the skill is practised in team games. If coaching competition players, there is a lot of scope to add, for example, match preparation, tactics, etc..

Court Organisation

The organisation must keep all participants busy for the whole lesson.

If grids are marked on concrete areas, nets erected on adjacent areas, larger numbers can be kept busy.

Circuit cards with game rules placed in the appropriate spot will assist students/teachers. Choose games/activities that are appropriate for the age and skill level of the students. Refer to samples of Court Organisation for ideas.

