



VOLLEYS & VALUES

CROSS CURRICULAR RESOURCE

Fun tennis-based lessons for 9-11 year olds based on the Olympic & Paralympic values.





CONGRATULATIONS

The Tennis Foundation and LTA would like to thank you for taking part in our new cross curricular resource, VOLLEYS & VALUES.

We have collaborated with teachers to develop an educational and exciting cross curricular resource that we hope will inspire your pupils to learn more about tennis – perhaps take up the sport both in and out of school – and also encourage them to demonstrate the Olympic and Paralympic values in all that they do!

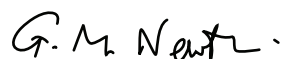
We are delighted that VOLLEYS & VALUES has been granted the prestigious London 2012 Inspire mark, which recognises exceptional and innovative projects inspired by the 2012 Games.

VOLLEYS & VALUES has been developed with the support of young people in its design, development and delivery and we would like to take this opportunity to thank Darshni and Isla, and their teacher Deborah Wheatley, for demonstrating each and every one of the Value Monsters!

Please remember to E-mail photos, examples of children's work and feedback to: schools@tennisfoundation.org.uk. You can also tweet your experiences to: [@BritishTennis](https://twitter.com/BritishTennis) and [@TennisFndation](https://twitter.com/TennisFndation) using the [#schoolstennis](https://twitter.com/schoolstennis), or Facebook us at: **Official British Tennis**.

We wish you every success in delivering VOLLEYS & VALUES within your school.

Yours sincerely



Geoff Newton
Executive Director
The Tennis Foundation

VOLLEYS & VALUES



VOLLEYS & VALUES – inspired by London 2012 – is an innovative and inspiring cross curricular resource for children to learn more about the game of tennis and the values that underpin the Olympic and Paralympic Games.

WHY VOLLEYS?

A volley in tennis is a shot in which the ball is struck before it bounces on the ground – it's about driving forward, giving yourself choices and having a positive attitude. It perfectly sums up the approach we want our young tennis players, coaches, officials and volunteers to have!

WHY VALUES?

The Olympic and Paralympic games are not just about sporting excellence. They reflect a set of universal values developed by Pierre de Coubertin, founder of the Modern Olympics. The Olympic Values are: **respect, friendship and excellence**, and the Paralympic Values are: **courage, determination, inspiration and equality**.

WHAT DOES VOLLEYS & VALUES CONTAIN?

'Dan the Coach', who you may recognise from our Primary Schools Tennis DVD Box Set, and some new friends the 'Value Monsters' are on hand to guide you and your pupils through each of the 12 easy-to-use lesson plans.

All lessons come with work sheets and answers where appropriate – allowing teachers to get on and do what they do best, teach!

VOLLEYS & VALUES covers six subjects: **Literacy, Numeracy, Science, Modern Foreign Languages, ICT and Physical Education**.

VOLLEYS & VALUES has been designed to be as flexible as possible so schools can decide how and when they use it to suit their own circumstances and intended outcomes. The 12 lessons have been planned for children aged 9-11, but can easily be adapted for younger children in primary schools or even lower year groups in secondary schools.

We hope that VOLLEYS & VALUES will inspire your pupils to learn more about tennis – perhaps take up the sport both in and out of school – and also encourage them to demonstrate the Olympic and Paralympic values in all that they do!

Dan the Coach



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HOW AND WHEN TO USE VOLLEYS & VALUES

VOLLEYS & VALUES has been written for teachers by teachers with support from young people in the design, development and delivery of the resource. It has been tried and tested by experienced teachers.

All individual activities and work sheets in VOLLEYS & VALUES can be downloaded from our website: www.schoolstennis.org

You can deliver VOLLEYS & VALUES to best suit your school – for example, you may want to hold your own school Olympic and Paralympic Day or Festival, deliver the lessons during the Wimbledon Championships or National School Sport Week. You could also link the delivery to one of the AEGON GB Pro-Series tournaments held all over the UK.

We hope you and your pupils have a great time exploring VOLLEYS & VALUES – why not share your experiences of delivering VOLLEYS & VALUES with us? You can E-mail photos, examples of children's work and feedback to: schools@tennisfoundation.org.uk. You can also tweet your experiences to: [@BritishTennis](https://twitter.com/BritishTennis) and [@TennisFndation](https://twitter.com/TennisFndation), or Facebook us at [Official British Tennis](https://www.facebook.com/OfficialBritishTennis).







ASSEMBLY - INTRODUCTION / OPENING CEREMONY

You may wish to hold an assembly to introduce VOLLEYS & VALUES which will set the scene, help the children understand what they are going to be learning about and excite and inspire them about tennis and the Olympic and Paralympic Games!



LEARNING INTENTIONS:

To excite and inspire young people and to increase their understanding of tennis and the Olympic and Paralympic Games.

ASSEMBLY OUTLINE:

Play an inspirational video clip about the London 2012 Olympic and Paralympic Games. Schools registered to **Get Set** - the official London 2012 education programme - can access a range of inspiring and informative films to use in assemblies and in the classroom. To access these log into your **Get Set online account** (Get Set > Resources > Films).

Ask the children:

- *What words come to mind when watching the video clip?*
- *Do they know what the Olympics are?*
- *Do they know what the Paralympics are?*
- *What are the differences?*
- *What is special about the 2012 Games?*
- *Do they know what sports take place at the Games?*
- *Who has played tennis before?*
- *Can they name some famous tennis players?*

Explain that they are going to be learning about tennis and the Olympic and Paralympic Games with the help of Dan the Coach and his friends, the Value Monsters.

Explain that the London 2012 Olympic and Paralympic Games hope to '*inspire the champions of tomorrow*' – what do the children think this means?

Highlight that you can be a champion at lots of different things – not just sporting performance – and you would like to see each of them demonstrate one or more of the Olympic and Paralympic values over the coming lessons / days / weeks.

Finish by playing the video '*The Hit!*'

Now it's your turn!

RESOURCES:

www.london2012.com

www.getset.london2012.com

'The Hit' is available to download from:
www.schoolstennis.org





LITERACY LESSON 1

'The Tennis Times'

RESOURCES NEEDED:

- *'The Tennis Times' example story*
- *'The Tennis Times' template*
- *'Create your own report' template*
- *Player Fact Sheets, Venue Fact Sheets and Venue Maps (see Appendices)*

LEARNING INTENTIONS:

- *To raise awareness of the Olympic and Paralympic tennis competitions with other young people and the rest of the school*
- *To be able to create a report using a journalistic style*



VALUE MONSTER

Excellence: Children complete finished pieces which demonstrate their best work.

Determination: During the construction of their finished pieces, children demonstrate a willingness to adapt and improve their work.

Respect: Children demonstrate a respect for the accepted restrictions when writing in this way and also for the work of others when sharing ideas.

INTRODUCTION

Read your pupils an exciting news article about tennis in the Olympic or Paralympic Games – we have provided an example to get you started but feel free to find and use your own.

Then review and compare the components of the article – the tone, language, audience, and the use of photographs - and ask the children to think how this will change depending on the medium: e.g. newspaper, radio, TV or online.

ACTIVITY 1

Provide the pupils with a sample of the fact sheets provided and ask them to create a report for '*The Tennis Times*' – they may wish to write about the players, the competition or the venue.

The best articles could be included in the school newsletter, school radio station or website. Support your pupils to make the articles as exciting as possible!

ACTIVITY 2

Instead of printing a school newsletter, select a notice board in a busy location within your school and share reports in this way.

As newspapers and magazines change their content daily / weekly / monthly / regularly, use this display space in the same way, sharing current and changing news about venues and competitions.

By providing a visual display including pictures and maps this will enhance the accessibility of the space by all pupils.

Some pupils may be lucky enough to make their own visits to a local tennis club, tennis competition or even Wimbledon itself – you may wish to use these experiences to create reports which contribute to the overall display.

PLENARY

Share examples of work and allow pupils to explain how they have constructed their reports, why they decided to write about selected subjects, ways they have made the information relevant to themselves and also ideas for future articles.

DIFFERENTIATION

Simplification: Provide pupils with the '*Create your own report*' template which will guide them on the information they should include within their article.

Extension: Challenge pupils to adapt their finished articles for a different audience or format; for example:

- *Their parents / guardians or grandparents*
- *Younger children*
- *Children from other schools*
- *A different medium*

ONLINE RESOURCES

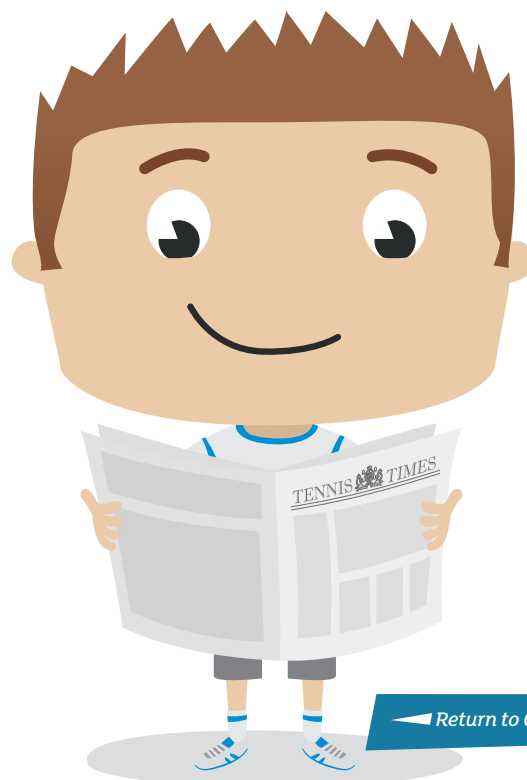
www.lta.org.uk/fans-major-events/Olympics

www.bbc.co.uk/sport2/hi/tennis

www.london2012.com/tennis

www.london2012.com/wheelchair-tennis

www.london2012.com/wimbledon



TENNIS TIMES

Thursday 17 November 2011

Henman's Silver Success

Tim Henman and Neil Broad won an Olympic Silver Medal at the 1996 Atlanta Games

Drawn together in the men's doubles at the 1996 Olympics, the two Britons went out to the United States with no great expectation of success.

Henman said. "I was a huge sports fan growing up, but it never really occurred to me that I would have a chance to participate in an Olympic Games.

"When we got there, the opening ceremony was one of the best experiences of my sporting career... just the atmosphere and the occasion. Then once the fortnight got going I watched swimming and hockey and found it quite difficult to concentrate on the tennis! That might have helped us in the doubles, in a funny sort of way. I had hardly played with Neil before, but we clicked in that tournament.



Henman and Broad began the competition well winning their opening matches.

"It got a bit more intense in the semi-finals, especially as it hadn't been a successful Games for Team GB." Henman said. "The semis are a big deal: if you win you're guaranteed a silver, if you lose you still have the dreaded bronze-medal play-off."

Henman and Broad won their semi-final but eventually went on to lose in the Olympic Final to Todd Woodbridge and Mark Woodforde – who were the best team in the world at the time and one of the best in history.

ACTIVITY 1 - THE TENNIS TIMES TEMPLATE



TENNIS TIMES

ACTIVITY 2 - CREATE YOUR OWN REPORT

Use this template to help to plan your newspaper report.

<p>Create your headline</p> <p>Reporters sometimes use alliteration to make a memorable headline.</p>	
<p>When did the event take place?</p> <p>Don't forget to include day and date – you might also want to say what the weather was like?</p>	
<p>Where did the event take place?</p> <p>Include a description of the venue and surroundings.</p>	
<p>Why did the event take place?</p> <p>Was this a celebration? Who organised the event?</p>	
<p>Who was taking part?</p> <p>How old were the competitors? How many of them competed? Did they represent their school, local tennis club or their County / Country?</p>	
<p>What happened?</p> <p>Describe the games and activities. What format did they play? Was it exciting? How did the audience react?</p>	
<p>What was the result?</p> <p>Who won? What was the score?</p>	
<p>Summary</p> <p>What might happen now? Where can readers get more information?</p>	



LITERACY LESSON 2

'Ace' Poetry

RESOURCES NEEDED:

- *Samples of different types of poetry linked to Wimbledon and the Olympic and Paralympic Games*
- *Acrostic poem template*
- *Player Fact Sheets, Venue Fact Sheets and Venue Maps (see Appendices)*
- *Information regarding the Olympic and Paralympic Values*

LEARNING INTENTIONS:

- *Write a poem about tennis in the Olympic and Paralympic Games*
- *To investigate different types of poetry and to use a preferred format to create a poem on a tennis or Olympic / Paralympic theme*

VALUE MONSTER

Inspiration: Children are prepared to use a range of inspirational vocabulary to encourage others to produce their best work.

Determination: Children demonstrate that they are prepared to try hard to achieve a positive outcome.

Courage: Children are able to demonstrate a willingness to learn new skills.



INTRODUCTION

Read your pupils an example of poetry related to tennis and / or the Olympic and Paralympic Games – we have provided some examples to get you started but feel free to find and use your own.

Discuss the key points of the poems using appropriate vocabulary depending on the previous experience, age and ability of the children.

ACTIVITY 1

Create a 'cloud' of tennis related vocabulary based on an investigation into the venue, competition and competitors in the tennis event at the Olympic or Paralympic Games 2012 or at a similar Grand Slam tournament.

Pupils work in pairs to create a poem of their own for publication in a class poetry book / display. These could form the basis of a class assembly to be shared with the rest of the school.

ACTIVITY 2

Investigate the structure, design, map and pictures of Wimbledon.

Use these findings to create poems reflecting the infrastructure around the event – considering the crowd, journalists, buildings, cameras, fashion and souvenirs rather than the game and performance of the players.

PLENARY

Provide an opportunity for pupils to share their work by reading aloud. They may wish to ask their peers for help with vocabulary or rhyming, they may wish to share the whole of their work, or just their favourite part.

Where time permits, allow pupils to illustrate their poems and to display them around school.

DIFFERENTIATION

Simplification: Create an acrostic poem using the template provided. You may want to use the words below as a starting point:

- *Tennis*
- *Olympic*
- *Paralympic*
- *Wimbledon*
- *Eton Manor*

Extension: Challenge pupils to use vocabulary which reflects the challenges faced by competitors. For example:

- *Winning or losing*
- *Waiting or nerves*
- *Overcoming injury*
- *Playing in front of a large crowd*

ONLINE RESOURCES

www.lta.org.uk/fans-major-events/Olympics

www.bbc.co.uk/sport2/hi/tennis

www.london2012.com/tennis

www.london2012.com/wheelchair-tennis

www.london2012.com/wimbledon



ACTIVITY 1 - 'IF' BY RUDYARD KIPLING

'If' is a poem written in 1895 by British Nobel laureate Rudyard Kipling. It was first published in the 'Brother Square Toes' chapter of Rewards and Fairies, Kipling's 1910 collection of short stories and poems.

The poem's line, "*If you can meet with Triumph and Disaster and treat those two impostors just the same*" is written on the wall of the Centre Court players' entrance at the All England Lawn Tennis Club, Wimbledon, and the entire poem was read in a promotional video for the Wimbledon 2008 gentleman's final by Roger Federer and Rafael Nadal.

IF

*If you can keep your head when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
But make allowance for their doubting too:
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated don't give way to hating,
And yet don't look too good, nor talk too wise;*

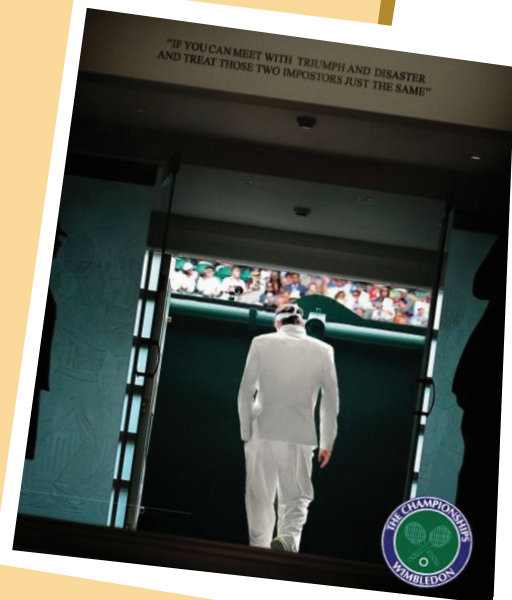
*If you can dream—and not make dreams your master;
If you can think—and not make thoughts your aim,
If you can meet with Triumph and Disaster
And treat those two impostors just the same:
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build 'em up with worn-out tools;*

*If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss:
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: 'Hold on!'*

*If you can talk with crowds and keep your virtue,
Or walk with Kings—nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much:
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And—which is more—you'll be a Man, my son!*

Rudyard Kipling

"IF YOU CAN MEET WITH TRIUMPH AND DISASTER
AND TREAT THOSE TWO IMPOSTORS JUST THE SAME"



ACTIVITY 1 - 'ULYSSES' BY ALFRED LORD TENNYSON

In 2010, a competition was held to find the Nation's favourite poem, quotations from which would be displayed on a prominent wall in the centre of the Olympic and Paralympic Village. The winner was Alfred Lord Tennyson's iconic line from his poem *'Ulysses'*: *"To strive, to seek, to find, and not to yield."*

Chosen by a panel of judges from the public nominations, this line was felt to capture the spirit of the Games.

ULYSSES

*It little profits that an idle king,
By this still hearth, among these barren crags,
Match'd with an aged wife, I mete and dole
Unequal laws unto a savage race,
That hoard, and sleep, and feed, and know not me.*

*I cannot rest from travel: I will drink
Life to the lees: all times I have enjoyed
Greatly, have suffered greatly, both with those
That loved me, and alone; on shore, and when
Through scudding drifts the rainy Hyades
Vexed the dim sea: I am become a name;
For always roaming with a hungry heart
Much have I seen and known; cities of men
And manners, climates, councils, governments,
Myself not least, but honoured of them all;
And drunk delight of battle with my peers;
Far on the ringing plains of windy Troy.
I am a part of all that I have met;*

*Yet all experience is an arch where through
Gleams that untravelled world, whose margin fades
For ever and for ever when I move.
How dull it is to pause, to make an end,
To rust unburnished, not to shine in use!
As though to breathe were life. Life piled on life
Were all too little, and of one to me
Little remains: but every hour is saved
From that eternal silence, something more,
A bringer of new things; and vile it were
For some three suns to store and hoard myself,
And this grey spirit yearning in desire
To follow knowledge like a sinking star,
Beyond the utmost bound of human thought.*

*This is my son, mine own Telemachus,
To whom I leave the sceptre and the isle —
Well-loved of me, discerning to fulfil
This labour, by slow prudence to make mild
A rugged people, and through soft degrees
Subdue them to the useful and the good.
Most blameless is he, centred in the sphere
Of common duties, decent not to fail
In offices of tenderness, and pay
Meet adoration to my household gods,
When I am gone. He works his work, I mine.*

*There lies the port; the vessel puffs her sail:
There gloom the dark broad seas. My mariners,
Souls that have toil'd, and wrought, and thought with me —
That ever with a frolic welcome took
The thunder and the sunshine, and opposed
Free hearts, free foreheads — you and I are old;
Old age hath yet his honour and his toil;
Death closes all: but something ere the end,
Some work of noble note, may yet be done,
Not unbecoming men that strove with Gods.
The lights begin to twinkle from the rocks:
The long day wanes: the slow moon climbs: the deep
Moans round with many voices. Come, my friends,
'Tis not too late to seek a newer world.
Push off, and sitting well in order smite
The sounding furrows; for my purpose holds
To sail beyond the sunset, and the baths
Of all the western stars, until I die.
It may be that the gulfs will wash us down:
It may be we shall touch the Happy Isles,
And see the great Achilles, whom we knew*

*Tho' much is taken, much abides; and though
We are not now that strength which in old days
Moved earth and heaven; that which we are, we are;
One equal temper of heroic hearts,
Made weak by time and fate, but strong in will
To strive, to seek, to find, and not to yield.*

Alfred Lord Tennyson

ACROSTIC POEM TEMPLATES

Use these templates to help create an acrostic poem.

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NUMERACY LESSON 1

Match Point Maths

RESOURCES:

- *Work Sheet 1 – Tennis Tickets*
- *Work Sheet 2 – Tennis Souvenirs*
- *Calculators if appropriate*
- *Pretend coins and notes to support children as necessary*
- *Olympic and Paralympic ticket prices*
- *Wimbledon Souvenir shop price list and images*

LEARNING INTENTIONS:

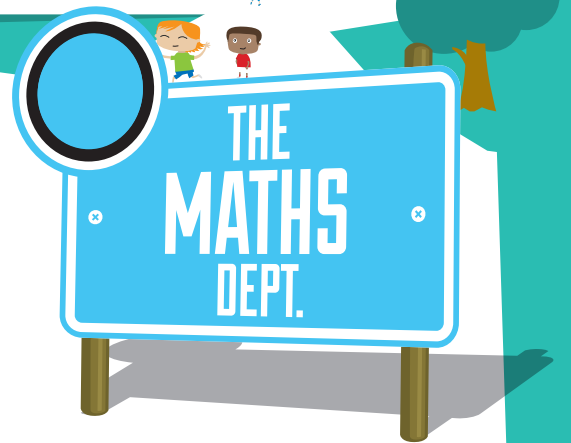
- *To be able to use actual Olympic and Paralympic prices for Tennis tickets, to form the basis for calculations*
- *To be able to use all four mathematical equations to plan purchases of tickets for the tennis competitions at the Olympic and Paralympic Games*

VALUE MONSTER

Respect: Children demonstrate a willingness to share methods and answers with others, and explain how these were achieved.

Determination: Where questions are more challenging, children demonstrate a willingness to persevere until an answer is found.

Friendship: Children are able to work together as support for one another in order to calculate an answer.



INTRODUCTION

Discuss with the children what live sports events they have attended – did they enjoy it? Did they go with family or friends? Ask them how they got tickets. Did any of them purchase any souvenirs?

ACTIVITY 1

Now share the price lists for tennis competitions at the Olympic and Paralympic Games with the class and discuss the various types of ticket purchases possible.

See Work Sheet 1 – Tennis Tickets

ACTIVITY 2

Discuss possible purchases from the souvenir shop, challenging the children to use all four operations to find the answers to problems involving money.

See Work Sheet 2 – Tennis Souvenirs

PLENARY

Review answers together and share examples of each type of question.

DIFFERENTIATION

Simplification: Support children as necessary with pretend money, number lines or multiplication tables to enable them to access the work sheets provided.

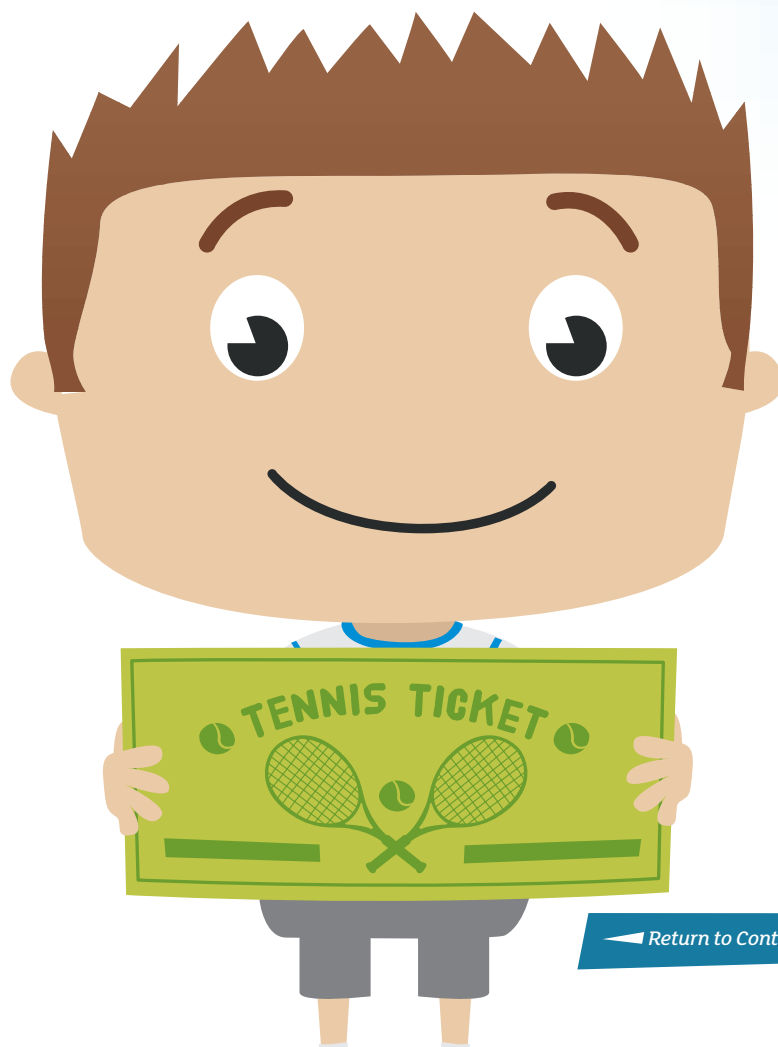
Extension: Challenge children to work in pairs and create their own questions using a specific operation.

Share these with the class to create a series of possible work sheets.

ONLINE RESOURCES

www.tickets.london2012.com

www.wimbledon.com/shop



Tennis

Venue: Wimbledon

Stations: CTL Wimbledon Southfields (CTL – Croydon Tramlink)



Date	Session time	Session description	Court(s)	Medal session	Session code	Price category					
						AA	A	B	C	D	E
28 July	12:00–20:00	Singles: round 1 Doubles: round 1	Centre Court		TE001	–	£85	£65	£55	£40	£30
	12:00–20:00	Singles: round 1 Doubles: round 1	No.1 Court		TE002	–	£55	£40	£30	–	–
	11:30–20:00	Singles: round 1 Doubles: round 1	Ground Pass		TE003	–	£20	–	–	–	–
29 July	12:00–20:00	Singles: round 1 Doubles: round 1	Centre Court		TE004	–	£85	£65	£55	£40	£30
	12:00–20:00	Singles: round 1 Doubles: round 1	No.1 Court		TE005	–	£55	£40	£30	–	–
	11:30–20:00	Singles: round 1 Doubles: round 1	Ground Pass		TE006	–	£20	–	–	–	–
30 July	12:00–20:00	Singles: round 2 Doubles: round 2	Centre Court		TE007	–	£85	£65	£55	£40	£30
	12:00–20:00	Singles: round 2 Doubles: round 2	No.1 Court		TE008	–	£55	£40	£30	–	–
	11:30–20:00	Singles: round 2 Doubles: round 2	Ground Pass		TE009	–	£20	–	–	–	–
31 July	12:00–20:00	Singles: round 2 Doubles: quarter-finals	Centre Court		TE010	–	£85	£65	£55	£40	£30
	12:00–20:00	Singles: round 2 Doubles: quarter-finals	No.1 Court		TE011	–	£55	£40	£30	–	–
	11:30–20:00	Singles: round 2 Doubles: quarter-finals	Ground Pass		TE012	–	£20	–	–	–	–
1 Aug	12:00–20:00	Singles: round 3 Mixed Doubles: round 1	Centre Court		TE013	–	£85	£65	£55	£40	£30
	12:00–20:00	Singles: round 3 Mixed Doubles: round 1	No.1 Court		TE014	–	£55	£40	£30	–	–
	11:30–20:00	Singles: round 3 Mixed Doubles: round 1	Ground Pass		TE015	–	£20	–	–	–	–
2 Aug	12:00–20:00	Singles: quarter-finals Doubles: semi-finals Mixed Doubles: quarter-finals	Centre Court		TE016	–	£115	£75	£65	£45	£35
	12:00–20:00	Singles: quarter-finals Doubles: semi-finals Mixed Doubles: quarter-finals	No.1 Court		TE017	–	£75	£45	£35	–	–
	11:30–20:00	Singles: quarter-finals Doubles: semi-finals Mixed Doubles: quarter-finals	Ground Pass		TE018	–	£20	–	–	–	–
3 Aug	12:00–20:00	Singles: semi-finals Mixed Doubles: semi-finals	Centre Court		TE019	–	£115	£75	£65	£45	£35
	12:00–20:00	Singles: semi-finals Mixed Doubles: semi-finals	No.1 Court		TE020	–	£75	£45	£35	–	–
4 Aug	14:00–20:30	Doubles: gold medal match, victory ceremony Singles: gold medal match, victory ceremony	Centre Court		TE021	£185	£125	£110	£95	£65	–
	12:00–20:30	Doubles: bronze medal match Singles: bronze medal match Mixed Doubles: bronze medal match	No.1 Court		TE022	–	£95	£55	£35	–	–
5 Aug	12:00–20:30	Singles: gold medal match, victory ceremony Doubles: gold medal match, victory ceremony Mixed Doubles: gold medal match, victory ceremony	Centre Court		TE023	£225	£150	£110	£95	£65	–
	12:00–20:30	Singles: bronze medal match Doubles: bronze medal match	No.1 Court		TE024	–	£95	£55	£35	–	–

A Ground Pass gives access to all courts on which competition is taking place except Centre Court and No.1 Court. There are seated and standing areas, and access to individual courts is subject to capacity.

Men's event Women's event Session containing men's and women's events Mixed event
 Special prices available in this price category Medal session General admission

Wheelchair Tennis

Venue: Olympic Park – Eton Manor

Stations: DLR Stratford DLR Stratford International

West Ham



Date	Session time	Session description	Medal session	Session code	Seating type	Price category			Special prices	Olympic Park day pass included	Group Organiser tickets	Ticket limit
						A	B	C				
01 Sep	11:00–20:00	Singles: round of 64 Singles: round of 32 Quad doubles: quarter-finals		PWT01		£15	–	–	£5			30
02 Sep	11:00–20:00	Singles: round of 32 Doubles: round of 32 Quad singles: round of 16		PWT02		£15	–	–	£5			30
03 Sep	11:00–20:00	Doubles: round of 16 Singles: round of 16 Doubles: round of 16 Quad doubles: semi-finals		PWT03		£15	–	–	£5			30
04 Sep	11:00–20:00	Singles: round of 16 Singles: quarter-finals Doubles: quarter-finals Quad singles: quarter-finals		PWT04		£15	–	–	£5			30
05 Sep	12:00–20:00	Singles: quarter-finals Doubles: quarter-finals Singles: semi-finals Quad doubles: bronze medal match, gold medal match, victory ceremony		PWT05		£15	–	–	£5			30
06 Sep	12:00–20:00	Singles: semi-finals Doubles: semi-finals Singles: bronze medal match Doubles: semi-finals Quad singles: semi-finals		PWT06		£15	–	–	£5			30
07 Sep	12:00–20:00	Singles: bronze medal match Doubles: bronze medal match, gold medal match, victory ceremony Singles: gold medal match, victory ceremony Doubles: bronze medal match Quad singles: bronze medal match		PWT07		£15	–	–	£5			30
08 Sep	12:00–20:00	Singles: gold medal match, victory ceremony Doubles: gold medal match, victory ceremony Quad singles: gold medal match, victory ceremony		PWT08		£35	£20	£10	£5	–		30

Victory ceremonies will be held on Centre Court rather than the court on which the match was played.

Men's event Women's event Mixed event Special prices available Medal session General admission Reserved seating



TENNIS TICKETS – WORK SHEET 1

1 Tickets for the tennis competition at the London 2012 Olympic Games will cost between £20 and £225. Darshni and her family saved £1,000 to spend on their trip to see the event.

A. <i>How many tickets costing £20 could they purchase?</i>	.....
B. <i>How many tickets costing £225 could they purchase?</i>	.....

2 Mr. Smith promises to take his class of 30 children to see the Men's Olympic singles quarter-finals on Centre Court on 2 August 2012. There are 19 boys in Mr. Smith's class and 11 girls.

A. <i>What is the lowest possible cost for everyone, including Mr. Smith, to watch the match?</i>	.....
B. <i>What is the maximum possible cost for everyone, including Mr. Smith, to watch the match?</i>	.....
C. <i>The girls have been saving extra hard and decide that they would like to spend extra and have court-side seats, the most expensive available. How much would it cost for the girls to do this?</i>	.....
D. <i>If a coach for the day costs £994.82, how much in total would it cost for the class to make the trip if they:</i>	1.....
1. <i>Choose the cheapest seats?</i>	
2. <i>Choose the most expensive seats?</i>	2.....

3 Mr. and Mrs. Mensa live close to the Eton Manor venue. Owing to the disruption to their daily lives during the event, they are entitled to a 10% reduction on ticket costs for one day. They choose to watch the semi-finals of the Women's Paralympic Wheelchair tennis singles. They have not decided which tickets to purchase. Calculate the possible costs for each available price to help them make the best decision.

.....

4

As a reward for their hard work leading up to the Olympic Games, the Wimbledon groundstaff are presented with a voucher for 2 tickets to be spent on a session of their choice on Monday 30 July 2012. The voucher is for £100. They can pay extra if they wish to spend more than this, but they can only have 2 tickets.

<p>A. Which matches could they watch without spending any additional money?</p>	<p>.....</p>
<p>B. Which matches could they be watching if they spent an additional £10?</p>	<p>.....</p>
<p>C. Which session could they watch at an additional cost of £70?</p>	<p>.....</p>

5

Mr. and Mrs. Khan are planning a trip to the Women's Singles Olympic Games quarter-finals. They have purchased two tickets at a cost of £45 each. Mr. Khan has two £50 notes in his wallet. How much change will they receive if Mr. Khan uses both notes to pay for his tickets? Mr. Khan was lucky enough to be offered a 15% reduction in the cost of the tickets as he was the winner of a competition, how much would he have to pay now?

.....

6

Centre Court holds 15,000 spectators – for the Men's Olympic Gold Medal Match there are 5 categories of ticket prices: £225, £150, £110, £95 and £65. Each category has the same number of seats allocated to it.

<p>A. There are 3,000 seats which will be charged at the lowest fee of £65. What income will these seats actually generate?</p>	<p>.....</p>
<p>B. There are 3,000 seats which will be charged at the middle fee £110. What income will these seats actually generate?</p>	<p>.....</p>
<p>C. There are 3,000 seats which will be charged at the highest fee of £225. What income will these seats actually generate?</p>	<p>.....</p>
<p>D. Calculate the average price of the tickets.</p>	<p>.....</p>
<p>E. Assuming that all seats are full, and using the average price you answered for question 7 (A), how much income would the organisers receive?</p>	<p>.....</p>

TENNIS TICKETS - WORK SHEET 2



**Tennis Ball
Key Ring**

£3.00



**Trolley
Coin**

£8.00



USB Stick

£2.50



**Teddy
Bear**

£8.00



**Pink Tennis
Ball Key Ring**

£3.00



Badge

£2.50



**Net
Measurer**

£12.50

1	<p>Amir bought three Tennis Ball Key Rings and paid with a £10 note. How much change did he receive?</p>	<p>.....</p>
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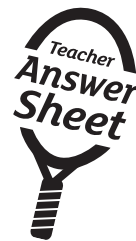
2	<p>Isla wanted a USB Stick and a Pink Tennis Ball Key Ring. She had £5 available to spend.</p>	
	<p>A. <i>Could she buy the souvenirs that she wanted?</i></p>	<p>.....</p>
	<p>B. <i>How much more money would Isla need to buy the USB Stick and Pink Tennis Ball Key Ring?</i></p>	<p>.....</p>

3	<p>On a trip to Wimbledon with the coaches from the local tennis club, Simon wanted to buy a gift to say 'Thank You' for the opportunity. He chose a Net Measurer for his Coach and a Trolley Coin for the Assistant Coach. How much did he spend altogether?</p>	<p>.....</p>
----------	---	--------------

4	<p>Deborah and her sister wanted to buy a Tennis Ball Key Ring, a Trolley Coin and two Badges.</p>	
	<p>A. <i>How much would these souvenirs cost altogether?</i></p>	<p>.....</p>
	<p>B. <i>How much would each girl need to contribute if they wanted to pay an equal amount to the total cost?</i></p>	<p>.....</p>
	<p>C. <i>If they paid with a £20 note, how much change would they receive?</i></p>	<p>.....</p>

5	<p>How much would it cost Kwabena to buy five USB Sticks for his team mates?</p>	<p>.....</p>
----------	--	--------------

6	<p>How much would it cost Tom to buy three Badges, four Pink Tennis Ball Key Rings and three Tennis Ball Key Rings for his friends?</p>	<p>.....</p>
----------	---	--------------



TENNIS TICKETS – ANSWER SHEET 1

ANSWERS

1

A) 50 tickets B) 4 tickets with £100 left over

2

A) £1,085 B) £3,565 C) £1,265 D) a) £2079.82, b) £4,559.82

3

£27.00 most expensive £9.00 cheapest

4

A) Centre Court – Price Category D and E
Court 1 – Price Category B and C
Ground Pass – Price Category A

B) Centre Court – Price Category C
Court 1 – Price Category A

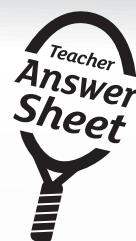
C) Centre Court – Price Category A

5

Mr. Khan will receive £10 change £76.50 for both tickets

6

A) £195,000 B) £330,000 C) £675,000 D) £129.00 E) £1,935,000



TENNIS SOUVENIRS – ANSWER SHEET 2

ANSWERS

1

£1.00

2

A) No B) 50p

3

£20.50

4

A) £16.00 B) £8.00 C) £4.00

5

£12.50

6

£28.50

NUMERACY LESSON 2

Tennis Match Maths

RESOURCES:

- 'The Hit' video
- Access to London2012.com website
- Work Sheets 1 and 2
- Calculators if appropriate

LEARNING INTENTIONS:

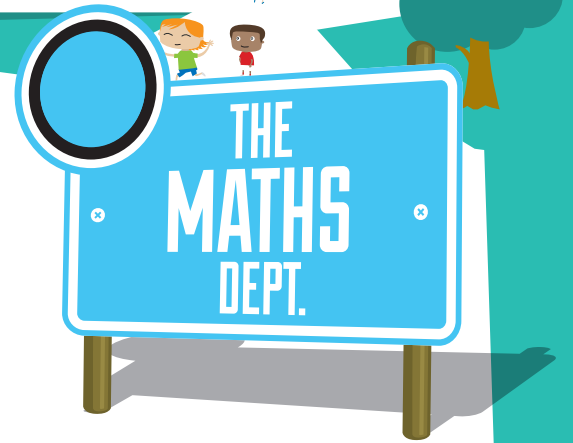
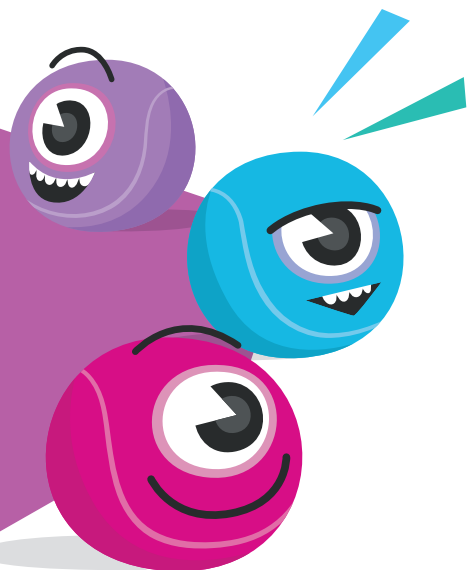
- To analyse and understand fractions, decimals and percentages in relation to a tennis match during the Olympic and Paralympic Games
- To be able to demonstrate an understanding of fractions, decimals and percentages using data collected from actual tennis footage

VALUE MONSTER

Friendship: Children show a willingness to ask others for help and advice when attempting new or tricky concepts.

Courage: Children demonstrate a willingness to share methods and answers with others, and explain how these were achieved.

Respect: Children listen to the ideas of others, ensuring that everyone has the chance to contribute to discussions.



INTRODUCTION

Show your pupils a clip from a real tennis match – we have provided some links below where you can see some tennis in action!

Ask your pupils to think of how maths is used in a tennis match?

How do the players use numbers to become better players?

How do the commentators use statistics to inform those watching at home?

ACTIVITY 1

Watch the video *'The Hit!'* Your pupils may remember this from their Opening Ceremony / Assembly.

Then help support pupils to work through

Work Sheet 1 – The Hit!

ACTIVITY 2

Go to: www.london2012.com/wheelchair-tennis and watch the video on the website about Wheelchair Tennis in the Paralympic Games.

Then assist pupils to work through *Work Sheet 2 – Wheelchair Winners!*

PLENARY

Discuss the part played by an understanding of fractions, decimals and percentages in real life situations.

For example:

- When baking
- When buying clothes or sports equipment
- When calculating profit

DIFFERENTIATION

Simplification: Request only one form of an answer depending on the level at which the children are working and on previous learning.

Possibly allow use of a calculator.

Extension: Challenge pupils to watch tennis matches and create their own data before answering a set of questions – for example:

- What percentage of shots played were smashes?
- Of all forehands played, how many were played from behind the baseline?
- What is this expressed as a fraction of all forehand shots?

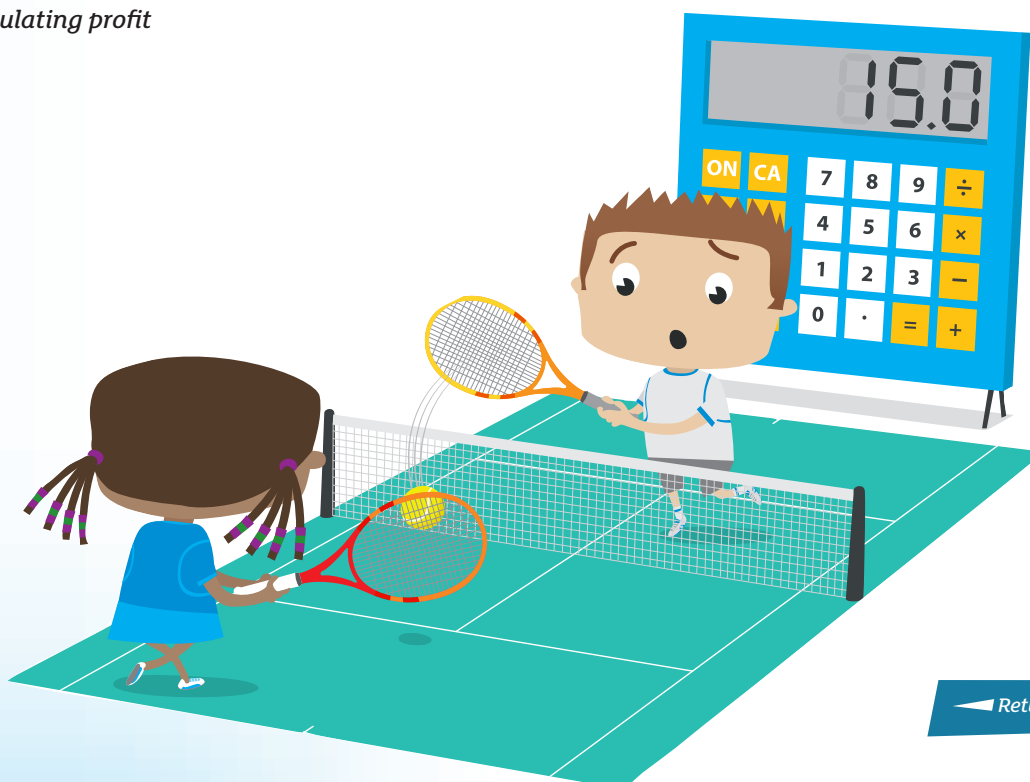
ONLINE RESOURCES

www.london2012.com/tennis

www.london2012.com/wheelchair-tennis

www.london2012.com/wimbledon

www.thegamesandbeyond.com/Wheelchair_Tennis



TENNIS HITS – WORK SHEET 1

'The Hit'

"Now it's your turn!"



Watch the video 'The Hit' and answer the following questions:



1 How many tennis balls (count each time you see a ball on screen) can you count in total?
.....

2 In 'The Hit' there are: 18 forehands, 13 backhands, three serves, eight overhead smashes and a 'hot-dog' (through-the-legs shot!). Express this as a fraction, decimal and percentage for each different type of stroke:

Shot	Fraction	Decimal (to two decimal places)	Percentage (rounded the nearest whole number)
Forehand			
Backhand			
Serve			
Overhead smash			
Hot-dog			

Remember to show your working!

3 In 'The Hit' there are five young aspiring tennis players. They hired the court you can see for two hours – two of them paid £3.00, whilst the others paid £1.10, £2.25 and £4.40 respectively. Calculate:

A. The total cost they paid to hire the court?	.....
B. The percentage each of the young tennis players paid?	£3.00 £1.10 £2.25 £4.40
C. If they paid with a £20 note, how much change would they receive?	#1 #2 #3 #4 #5

4 In 'The Hit' the young tennis players hit 60% of their shots in the court – they hit a total of 42 shots.

A. How many shots did they hit in the court (rounded to the nearest one)?	.....
B. How many shots did they hit out of the court (rounded to the nearest one)?	.....
C. At their next training session they improved the percentage of shots they hit in to 72% - if they hit 42 shots again how many shots did they hit in / out (rounded to the nearest one)?	.....

5 At the end of 'The Hit' our five young tennis players say 'Now it's your turn!'

Work with a partner to come up with a question based on the video – it could be based upon the number of times we see the ball go over the net or the number of times one of the players hits the ball with the edge of their racket!
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WHEELCHAIR WINNERS – WORK SHEET 2

1 Peter Norfolk is one of Great Britain's all time best wheelchair tennis players. In a career spanning nearly 20 years, Peter has won six Grand Slam singles titles and two Paralympic gold medals at Athens (2004) and Beijing (2008). When Peter won Paralympic Gold in Beijing he won his matches:

Round 1 – 6-1, 6-1 Round 2 – 6-1, 6-0 Semi-Final – 6-0, 6-3 Gold Medal Match – 6-2, 6-2

A. How many games in total did Peter win?	.....
B. How many games in total did Peter lose?	.....
C. What percentage of games did Peter win?	.....
D. What percentage of games did Peter lose?	.....

2 Jordanne Whiley is one of Great Britain's top female wheelchair tennis players and the youngest woman ever to win the national title aged just 14! To kick off the 2012 season, Jordanne travelled from Birmingham, Great Britain to Melbourne, Australia to play in the Melbourne Open.

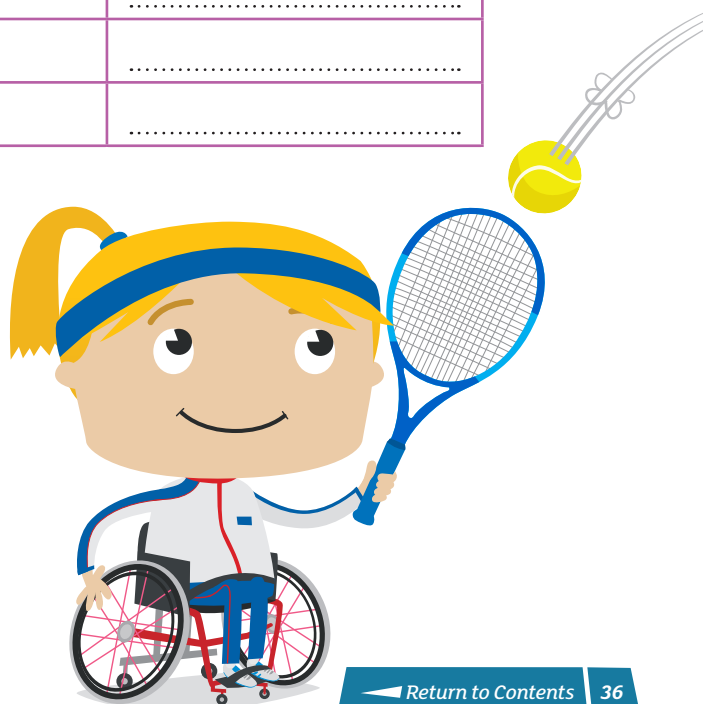
A. Jordanne flew 10,500 miles from London to Melbourne at an average speed of 530 miles per hour. How long did it take?	.....
B. When Jordanne landed in Melbourne she was driven 40 miles to her hotel, it took them 45 minutes. What was the average speed of the journey to the hotel?	.....
C. In Jordanne's first game of the tournament, the average speed of her first serve was 60mph – how long would it take the ball to travel from one end of the court to the other if the court was 24 metres long?	.....

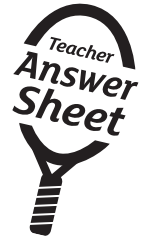
3 Andrew Laphorne is one of Great Britain's brightest wheelchair tennis prospects. Andrew trains six days a week, four hours per day. Calculate:

A. How many hours a week does Andrew train?	.....
B. What percentage of the day does Andrew train?	.....
C. What percentage of the week does Andrew train?	.....

4 Lucy Shuker is a British wheelchair tennis player who competed in her first Paralympic Games in Beijing 2008. Here she gained valuable experience playing in the singles and doubles tournaments, and hopes to win a medal in the London 2012 Paralympics.

A. Lucy has a career win / loss record of 162 wins and 96 losses – what percentage of matches has she won?	.....
B. If over the next year, Lucy won 30 matches and lost 10 matches – what would her percentage win ratio be now?	.....





ANSWERS

1

85

2

Shot	Fraction	Decimal (to two decimal points)	Percentage (rounded up to nearest point)
Forehand	18/42	0.43	43%
Backhand	13/42	0.31	31%
Serve	3/42	0.07	7%
Overhead smash	8/42	0.19	19%
Hot-dog	1/42	0.02	2%

3

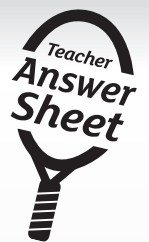
A) £13.75 B) £3.00=22%, £1.10=8%; £2.25=16%; £4.40=32% C) £4.50, £4.50, £1.65, £3.38 and £6.60

4

A) 25 B) 17 C) 30 / 12

5

Answers depend on pupils' questions



ANSWERS

1

A) 48 games B) 10 games C) 83% D) 17%

2

A) 19 hours 45 minutes B) 30 miles per hour C) 0.4 seconds

3

A) 24 hours per week B) 17% C) 14%

4

A) 63% B) 64%

SCIENCE LESSON 1

Off-Court Footprints

RESOURCES:

- Access to computer suite, or similar
- Internet access
- World map

LEARNING INTENTIONS:

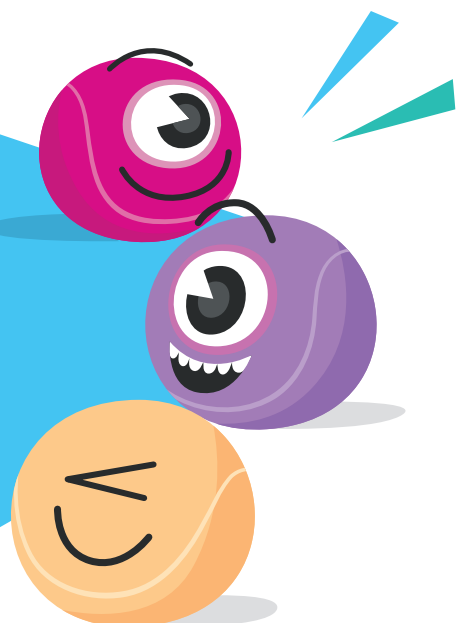
- Investigate the carbon footprint of Olympic and Paralympic tennis players, competing all over the world in the World Tour events for Men and Women
- To be able to answer the question 'What is a carbon footprint?' and apply this information to the London 2012 Olympic and Paralympic tennis competitions and also to the World Tour

VALUE MONSTER

Respect: Children demonstrate respect for their local environment by changing a small part of their lives.

Friendship: By working together, children demonstrate collaborative skills leading to small changes in school life.

Inspiration: Children understand and apply what they have learnt to their daily lives at school and at home.



INTRODUCTION

Begin the lesson by asking the children how they travel to school. Do they walk or travel by car, bus or train?

Ask them who has heard of 'climate change' or a 'carbon footprint'. Do they know what it means?

Depending on previous learning you may wish to explain the phrase 'climate change' which refers to a change in at least one element of the world's climate (e.g. average temperature) that continues for an extended period, typically decades or longer.

A 'carbon footprint' is a measure of how each of us; what we do, what we eat and how we travel around, impacts on our environment.

Our carbon footprint relates to the amount of greenhouse gases produced in our day-to-day lives through burning fossil fuels for electricity, heating and transportation.

ACTIVITY 1

Using a 'Carbon Footprint Calculator' like the one shown below, allow the children to calculate their own carbon footprint for travelling to school, spending time at home, visiting family or attending their swimming lessons.

www.cooltheworld.com/kidscarboncalculator.php

This calculator is very visual and could be shown using an interactive white board if children do not all have access to a computer in pairs or small groups.

Discuss the opinions of the children regarding carbon footprints and allow time for investigating ideas and confirming accuracy of findings.

ACTIVITY 2

Introduce the subject of global sport competitions where competitors, spectators, the media and officials travel from all around the world to one city.

Ask children to use the resources available to them to find out the distances between various countries and an Olympic host city such as Beijing, London or perhaps look ahead to Rio de Janeiro (2016 Olympic and Paralympic host city).

Ask children to calculate the carbon footprint of one athlete attending the Olympic or Paralympic Games from a selected country. Divide the class into groups, each investigating a different country and then come together to share learning.

For example, the distance from Paris (France) to Rio de Janeiro (Brazil) is 5,683 miles / 9,145 km. The carbon emissions for this flight are calculated as 0.81 tonnes of CO² (this was worked out using one of the readily available online carbon footprint calculators).

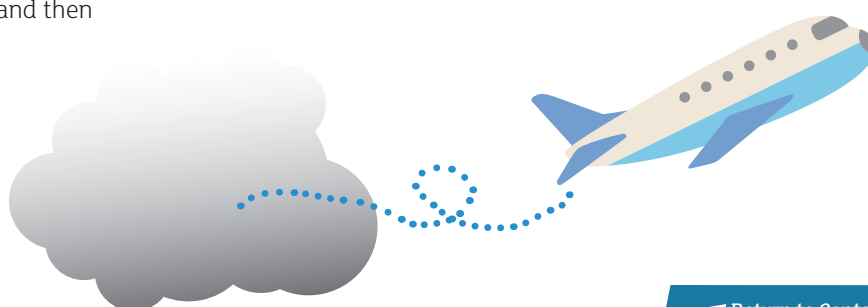
The Work Sheet '*Whose footprint is it anyway?*' can help the children capture the information.

Discuss what the implications of this are – for example:

- *When organising an event like the Olympic and Paralympic Games or The Championships, Wimbledon?*
- *When considering what type of transport athletes use to travel between destinations?*
- *For activities that the children might be involved with – playing sport against another school for example?*

What suggestions can the children come up with to reduce these emissions, and therefore, the carbon footprints of participants in the various competitions?

Establish which of the suggested improvement methods would be most effective, least effective and most achievable when considering global competitions.



PLENARY

Relate what has been learned to the lives of the children:

- *Travelling to school*
- *At school*
- *At home*

DIFFERENTIATION

Simplification: With support from a teacher or other pupils, plot the various competition venues on a world map and share the flight distances and carbon emissions for each journey. This information could also be displayed as a chart.

Extension: Create an explanation leaflet or poster for sharing with another class / group, and share methods of decreasing the carbon footprints of individuals, families and organisations. This work could also be built into a display for parents and friends of the school to see. The resulting data can be used to enhance learning around the use of charts, graphs, estimations and rounding. It will also aid the development of pair and individual work.

ONLINE RESOURCES

www.carbonfootprint.com/calculator.aspx

www.london2012.com/tennis

www.london2012.com/wimbledon

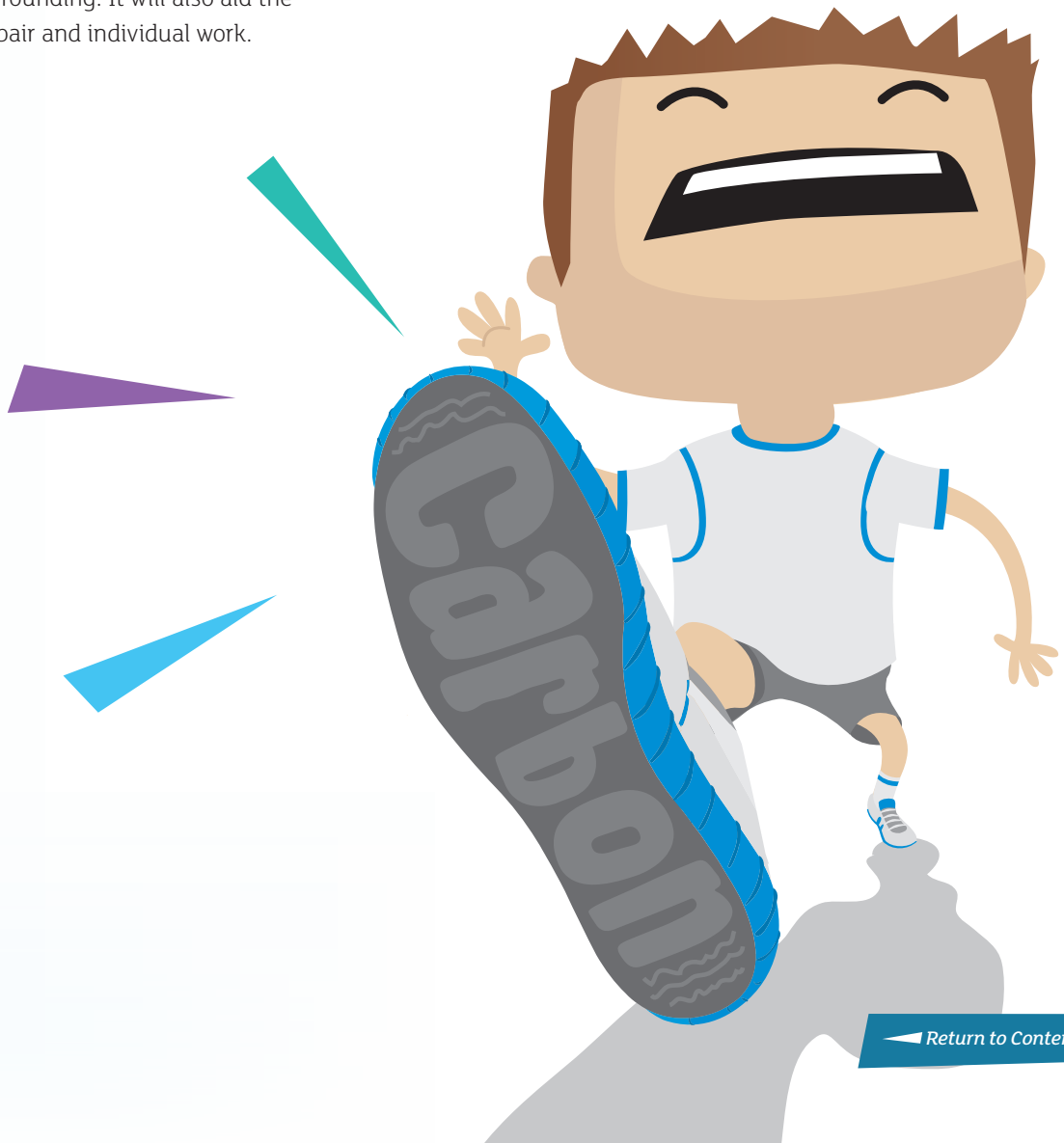
www.london2012.com/wheelchair-tennis

www.cooltheworld.com/kidscarboncalculator.php

www.atpworldtour.com

www.wtatennis.com

www.jointhepod.org



ACTIVITY 2 - WHOSE FOOTPRINT IS IT ANYWAY?

No.	<i>Starting Country (City) and name a famous tennis player</i>	<i>Destination Country (City) and name a famous tennis player</i>	<i>Total Distance</i>	<i>Total CO² Emissions</i>
<i>e.g.</i>	<i>Spain (Madrid) Rafa Nadal</i>	<i>Great Britain (London) Andy Murray</i>	<i>785 miles / 1,264 km</i>	<i>0.94 tonnes of CO²</i>
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

SCIENCE LESSON 2

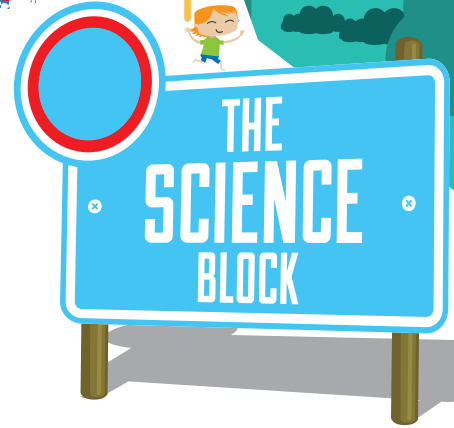
Serving Tennis For Lunch!

RESOURCES:

- Templates for menus
- Paper plates
- Tissue paper / felt pens

LEARNING INTENTIONS:

- To create a variety of menus for tennis players, taking into account athletes' approach to healthy eating
- To investigate the type of nutrition needed by top class players and how they meet their nutritional needs during a competition

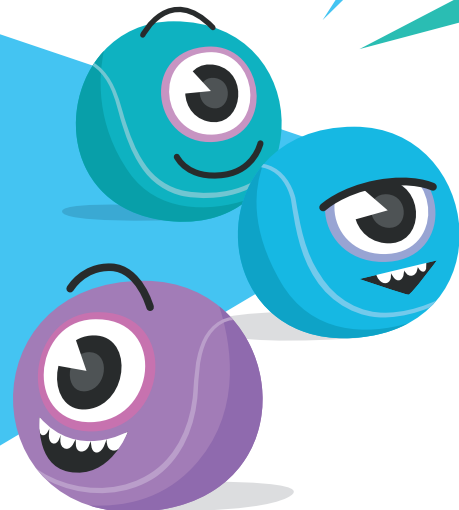


VALUE MONSTER

Equality: Children accommodate a range of dietary needs in their menus – e.g. food allergies, athletes in training.

Courage: Children demonstrate a willingness to try new foods.

Friendship: Children demonstrate an ability to work together to create a range of menus focussing on healthy eating.



INTRODUCTION

Discuss together, the components needed to build a healthy diet.

What are the five main food groups? Can the pupils give examples for each one?

Why is it important for elite tennis players to eat well?

ACTIVITY 1

Investigate the component parts of a healthy diet and create a series of menus using this information.

Each class could create their own recipe book to reinforce this. Where possible, children could attempt to cook some parts of their chosen menu. A sample menu from the National Tennis Centre has been supplied to get you started.

ACTIVITY 2

Investigate the importance of hydration for all, but particularly for elite tennis players and how their needs might change during a match or tournament such as the Olympic or Paralympic Games.

PLENARY

Share findings and consider how this applies to children.

How do you make sure that you drink sufficient water during the day?

What are your school guidelines?

Are you permitted water bottles on your desk or table?

Are you encouraged to have fruit juice, water or fizzy drinks?

DIFFERENTIATION

Simplification: Create a 'plate of healthy food' using paper plates and tissue paper or felt pens. Use these to form the central focus of a display. Photograph them to illustrate work and share online.

Extension: Investigate the differences between the nutritional needs of the below and compare:

- *A child*
- *An adult*
- *An athlete*

ONLINE RESOURCES

www.nhs.uk/Change4Life

www.london2012.com/tennis

www.london2012.com/wimbledon

www.london2012.com/wheelchair-tennis



LANGUAGE LESSON 1

J'aime Le Tennis!

RESOURCES:

- *Vocabulary sheet(s)*
- *Dictionaries in a range of languages or access to the internet*
- *Schools Tennis Skills Festival Score Sheet*
- *Schools Tennis Activity Cards – download for free at: www.schoolstennis.org*
- *School Games Tennis Challenge Cards – available to all schools registering on the School Games website: www.yourschoolgames.com*

LEARNING INTENTIONS:

- *To create a dictionary of tennis related words in several languages from nations involved in the Olympic and Paralympic Games*
- *To investigate a simple list of tennis vocabulary in a range of languages and apply to appropriate situations*

VALUE MONSTER

Courage: Children try new vocabulary.

Equality: Children demonstrate an understanding of how hard it is to learn a new language and are aware of the difficulties of living and playing in a country other than their own.

Determination: Children demonstrate a willingness to learn and use new vocabulary appropriately.



INTRODUCTION

Tennis is truly a global sport – there are over 200 affiliated National Associations to the International Tennis Federation (ITF) and players from over 50 different countries that competed in the Beijing Olympic and Paralympic Games in 2008.

Discuss the language used in a tennis match and challenge children in the class to say these words in a language other than English.

Depending on which modern foreign language is taught at your school, children may be able to count in another language – find out if they can count beyond 10 to 15, 30 or 40?

ACTIVITY 1

Select a range of simple vocabulary – net, ball, racket, game, bounce, numbers, ‘well done’, ‘well played’, tennis, player, competition, ‘who won?’, etc, and challenge children to investigate how these words are said in a range of languages.

Create a display showing the results for other children to see and have a go!

ACTIVITY 2

Hold a Schools Tennis Skills Festival which includes six different tennis challenge stations and six pieces of new vocabulary.

Split the children into six equal groups and rotate them around each activity – you may want to use some young Tennis Leaders from a local secondary school to support each station. You can also allocate a range of additional roles which could include a sports reporter, sports photographer, coach and officials.

Points are achieved by correctly performing the specific challenge and also by learning and using words from the vocabulary list. For help and support running a Schools Tennis Skills Festival go to:

www.schoolstennis.org

PLENARY

Create ‘flash cards’ to share and learn vocabulary, and challenge pupils to learn one word each day.

DIFFERENTIATION

Simplification: Illustrate selected vocabulary by using a digital camera and taking a range of appropriate images and printed media for display.

Extension: Create a report following the tennis festival for the school newsletter or website using vocabulary from more than one language.

ONLINE RESOURCES

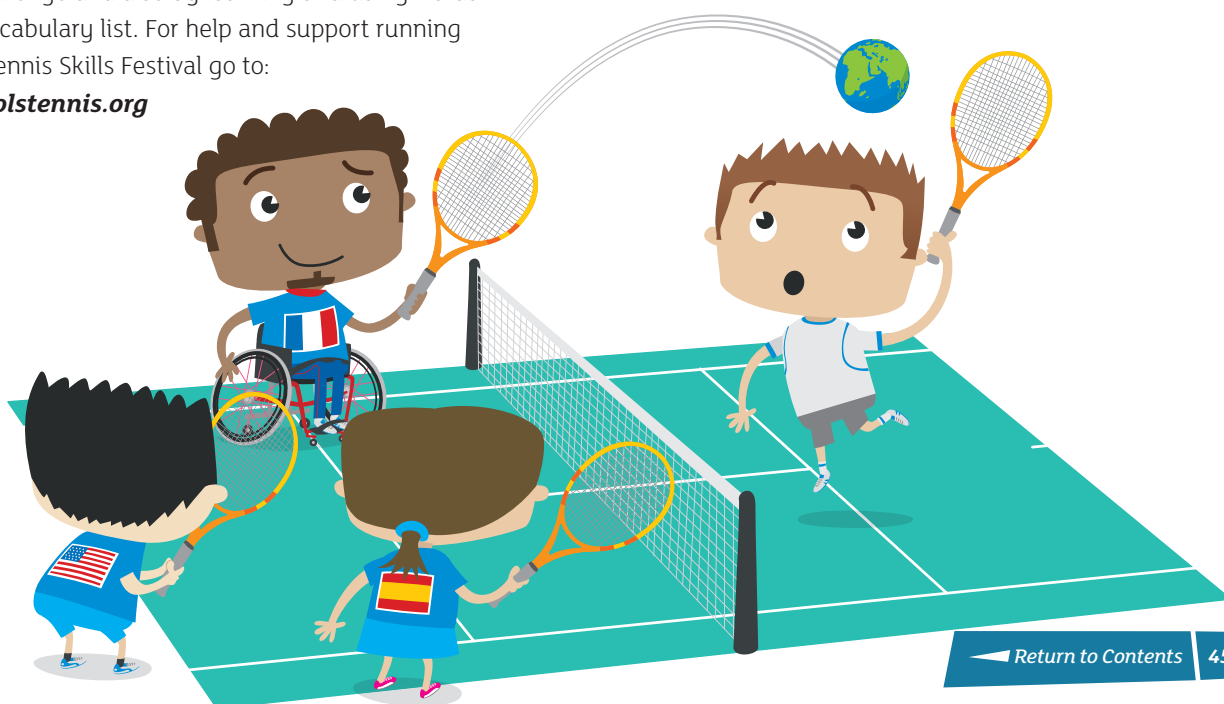
www.schoolstennis.org

www.yourschoolgames.com

www.london2012.com/tennis

www.london2012.com/wheelchair-tennis

www.london2012.com/wimbledon



bravo!

well done!

bien joué

well played

le tennis

tennis

*on va jouer
au tennis*

*we are going
to play tennis*

la balle

ball

le filet

net

un point

one point

qui a gagné?

who won?

moi

me

nous

us

la raquette

racket

ACTIVITY 2 - TENNIS FESTIVAL SCORE SHEET

<i>School</i>		
<i>Class</i>		
<i>Team</i>		
<i>Team Members</i>		
<i>Event</i>	<i>Activity</i>	<i>Score</i>
1		
2		
3		
4		
5		
6		
<i>Total</i>		

LANGUAGE LESSON 2

Tennis World

RESOURCES:

- *Atlas or world map*
- *Access to ICT suite or similar*

LEARNING INTENTIONS:

- *To research players involved with the tennis competitions at the Olympic and Paralympic Games*
- *To investigate the geography, history and culture of the countries of origin of players involved with the Olympic and Paralympic Games*

VALUE MONSTER

Determination: Children manage their own time, sharing responsibilities during their allocated investigation period.

Excellence: Children are able to explain what they have found to a range of audiences, adapting their delivery style.

Equality: Children demonstrate an ability to find out about the lives of people living in other parts of the world and be able to appreciate any challenges they may have.



INTRODUCTION

Ask the children to discuss their holidays or countries they have heard of – where have they been to? Can they name a famous tennis player from that country?

Discuss the global position of countries of origin of selected players who may compete at the London Olympic or Paralympic Games.

You may want to start with one of the Team GB players – we have provided several Player Fact Sheets in the Appendix to help you – but feel free to start further afield!

ACTIVITY 1

Plot places (cities and countries of birth) of selected players on a world map.

Discuss distribution across the world and suggest a range of countries to be investigated further.

Following additional time to carry out the investigation, create a leaflet or poster promoting a range of countries and display for others to see.

ACTIVITY 2

As a class, work together to create an assembly-type presentation reflecting the ‘coming together’ of athletes from across the world in London 2012 or even Rio 2016! You may want to video this activity to showcase the children’s work to other classes or parents / guardians.

Investigate the number of athletes, languages spoken, distances they will travel and how the players reflect the Olympic Values.

How does this compare to your school, where children from other towns, villages or further afield. Come together to form the school population?

PLENARY

Provide an opportunity to share knowledge gained, focussing on the most interesting facts discovered.

DIFFERENTIATION

Simplification: Ask the children to focus on a tennis player with the same nationality as themselves – this may help the children identify with the geography, history and culture of that country.

Extension: Set the children a challenge to find the country with the most:

- *Males in the World Top 100*
- *Females in the World Top 100*
- *Players represented in the Paralympic Games*

ONLINE RESOURCES

www.london2012.com/tennis

www.london2012.com/wheelchair-tennis

www.london2012.com/wimbledon

www.atpworldtour.com

www.wtatennis.com



ICT LESSON 1

Tennis Timeline!

RESOURCES:

- Access to ICT suite or similar
- Charlotte Cooper biography and picture

LEARNING INTENTIONS:

- To research tennis' involvement in past Olympic and Paralympic Games
- To be able to create an information leaflet outlining the involvement of tennis in the Olympic and Paralympic Games

VALUE MONSTER

Inspiration: Children find out about how tennis, originally accepted as a professional sport, managed to be accepted into the family of 'amateur' Olympic sports.

Excellence: Children are proud of their work and able to share confidently with others. Children know how to improve their work.

Equality: Children are able to appreciate how the sport of tennis has evolved through time and appreciate challenges faced by former players.



INTRODUCTION

Set the scene of tennis' involvement as one of the founding sports of the modern Olympic Games by telling children about Charlotte 'Chattie' Cooper. Charlotte was the first women to ever win an Olympic singles title in 1900 and came from a very sporting family!

Discuss the general history of the Olympic and Paralympic Games – what sports are involved in the Games? Who founded the Games? Which cities have hosted them?

You may also want to discuss the Olympic and Paralympic symbols, e.g. the flame, rings or values.

ACTIVITY 1

Investigate the number of athletes, languages spoken, distances they will travel and how the players may reflect the Olympic and Paralympic Values.

Create a timeline of tennis' involvement for a display. You may want to include pictures and details of key activities or changes to the equipment or memorable matches.

ACTIVITY 2

Use your detailed research to create a leaflet outlining the involvement and links between tennis and the Olympic and Paralympic movement.

Consider presentation format, colour, design, slogans and who your audience is – is it other children, parents or your teachers?

PLENARY

Share your leaflets with another class / group and select the most informative, imaginative and inspiring for display.

DIFFERENTIATION

Simplification: Adapt information and present it in a poster format.

Extension: Adapt idea to incorporate a short animation, making the leaflet suitable for display on a website rather than a notice board or for printing.

ONLINE RESOURCES

www.london2012.com/tennis

www.london2012.com/wheelchair-tennis

www.london2012.com/wimbledon

www.wimbledon.com/heritage/history

www.wimbledon.com/visiting/tours/virtual-tours

www.olympic.org

www.itftennis.com/paralympics



CHARLOTTE COPPER

First ever female Olympic champion

The first female ever to become an Olympic champion was 29 year-old Charlotte Cooper from Ealing, London who won the women's tennis singles at the 1900 Olympic Games.

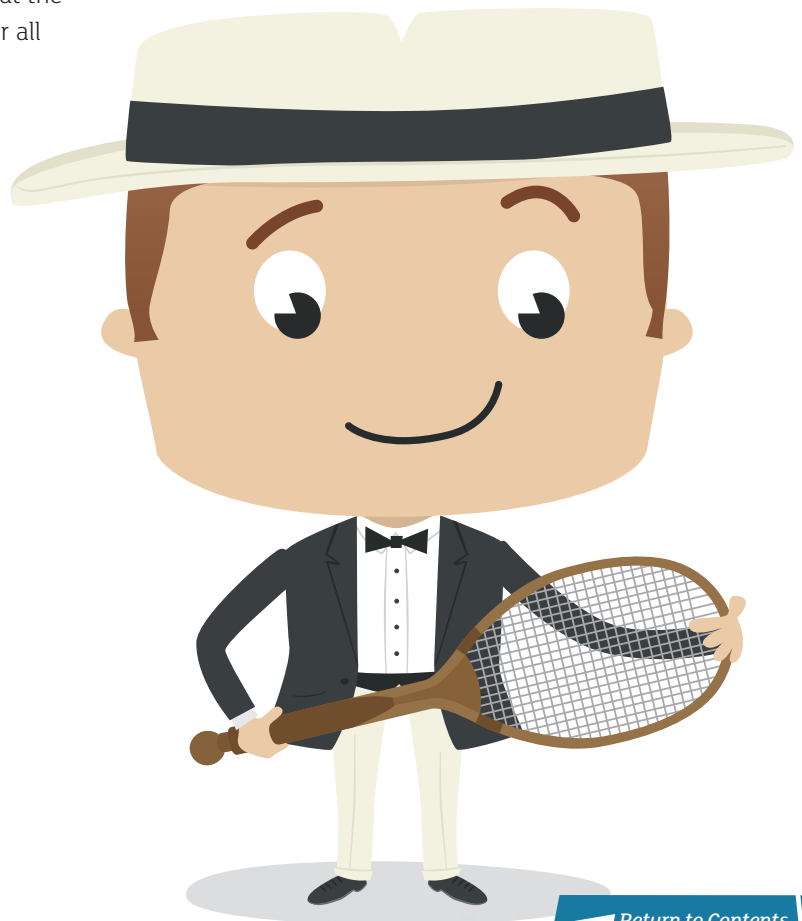
In Paris, Charlotte 'Chattie' Cooper defeated the French champion, Hélène Prévost in straight sets and then won a second title in the mixed doubles with Reggie Doherty as her partner.

Charlotte won the Wimbledon singles five times, the last occasion being in 1908 when, at the age of 37, she became the oldest winner of the title. She also won the All-England mixed doubles seven times and the women's doubles twice, although this was before these events became part of the official championship programme.

Other major successes included eight Irish championships, including a triple win in 1895, the Scottish singles in 1898 and the British covered court singles in 1895. She was also a three-time winner of the covered court mixed doubles.

In 1901, Charlotte married Alfred Sterry, who later became President of the Lawn Tennis Association and their daughter, Gwen, represented Great Britain in the Wightman Cup (a team tennis competition for women contested between Great Britain and the United States of America). Gwen's husband, Max Simmers, won 28 rugby union caps for Scotland and their son - Charlotte's grandson, Brian, also played rugby for Scotland.

The world's first Olympic female champion died at the age of 96 thus establishing a longevity record for all British Olympic gold medalists.



ICT LESSON 2

My Local Place To Play Tennis

RESOURCES:

- Access to a computer programme such as Microsoft Word or Publisher
- Examples of posters advertising a range of products

LEARNING INTENTIONS:

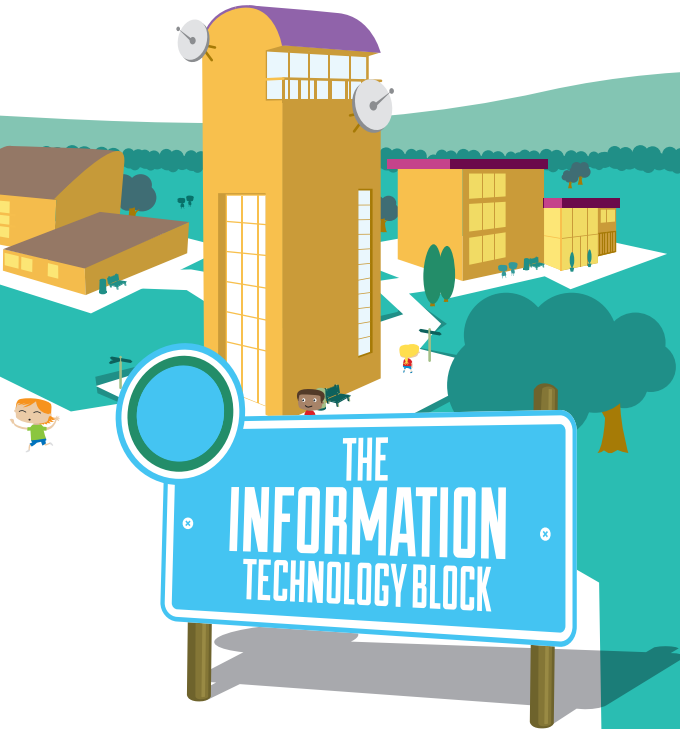
- To research local opportunities to play tennis close to your school or home
- To be able to create a poster advertising a local tennis club attempting to increase the number of children taking part in tennis activities out of school hours

VALUE MONSTER

Equality: Using new skills, children can present information in a manner that all can understand.

Inspiration: By using their own skills, children can create a finished piece that could inspire others to take part in tennis activities.

Excellence: Children can explain what they need to do to improve their work.



INTRODUCTION

Ask the children who plays sport outside of school. Do any of them play tennis at a local club or park? How did they hear about the venue? Do they think a poster might help other young people know about the 'place to play' tennis?

Share sample posters and adverts and discuss together the key components of a clear and positive promotional poster. You might want to think about colour, message, picture and style or size of the font.

ACTIVITY 1

Research local opportunities to play tennis – the LTA's website is a great place to start:

www.lta.org.uk/in-your-area

Create and design a poster to attract children aged 9-11 years to play tennis.

Investigate how changing the colour, font or picture might affect the impact of the message.

ACTIVITY 2

Start a new poster, or adapt an existing one to encourage either older or younger children to start playing tennis at a local place to play.

DIFFERENTIATION

Simplification: Working in pairs, write a simple slogan to promote the game of tennis. Select appropriate clipart imagery to illustrate.

Extension: Adapt the idea to incorporate a short animation making the poster suitable for displaying on a website rather than a notice board.

ONLINE RESOURCES

www.lta.org.uk/in-your-area

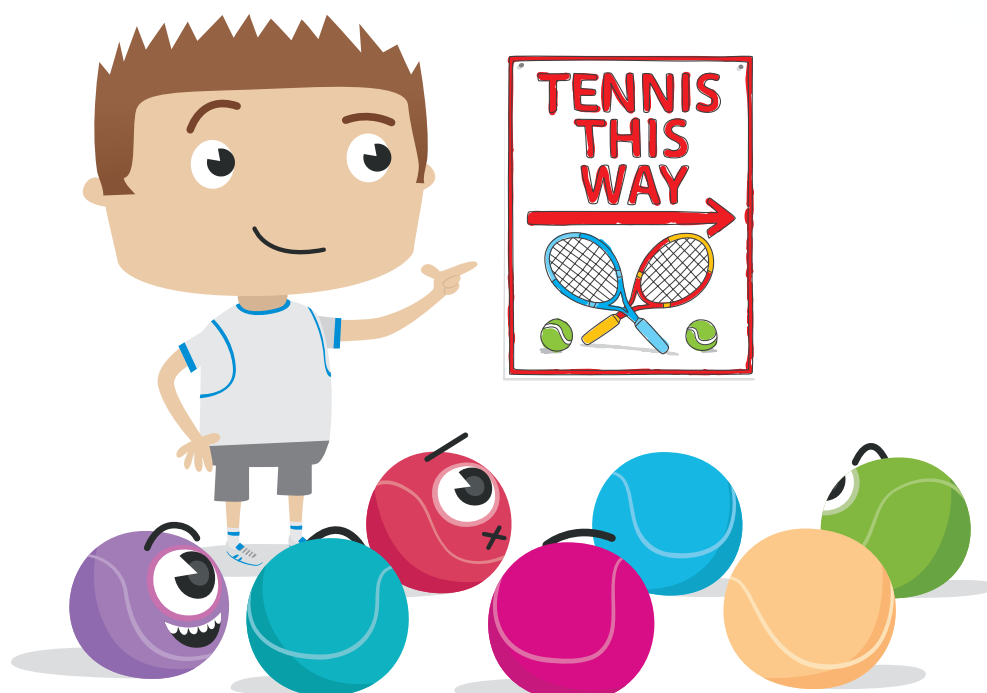
www.london2012.com/tennis

www.london2012.com/wheelchair-tennis

PLENARY

Allow an opportunity for children to select their favourite posters and share these with another class, group or the committee of their local place to play tennis.

Ask for feedback on the finished pieces and display the best posters on the school notice board or website.



PE LESSON 1

Schools Tennis - Intra-School Competition

RESOURCES:

- *AEGON Schools Tennis Equipment Pack* – available to any school where a teacher attends a three hour Schools Tennis Teacher Training Course (limited to one per school and where a school has not previously been supported)
- *Schools Tennis Activity Cards*
- *School Games Level 1 Tennis Competition Card*
- *School Games Tennis Toolkit* – designed for teachers to make running competition as easy as possible. The toolkit contains over 40 resources and templates, many of which can be edited
- All of the resources described above can be downloaded from: www.schoolstennis.org

LEARNING INTENTIONS:

- To participate in an intra-school tennis competition demonstrating the Olympic and Paralympic Values
- To work as a team to achieve their personal best

VALUE MONSTER

Excellence: Tennis players hit every shot with maximum effort and energy believing that they can win every point.

Courage: Tennis requires all players and officials to act with honesty to score the game fairly.

Friendship: Although seen by some as an individual sport, tennis requires a big team of helpers off the court to ensure players play to their full potential.



INTRODUCTION

Explain to the children that they are going to be taking part in a Schools Tennis Competition.

Hopefully the children will be familiar with Mini Tennis but if not explain that it is a fun, modified version of the game they have been learning about. It is primarily used for players aged ten and under. Mini Tennis uses shorter rackets, smaller courts, slower / softer balls and simple scoring - to ensure the achievement of all players and abilities.

ACTIVITY 1

Group warm-up;

Select two or three Activity Cards to act as a warm up to get the children's hearts beating a little faster and bodies ready for the competition – '**Cross the River**' or '**Ready Steady**' might be activities that would work well here.

ACTIVITY 2

Mini Tennis Red Competition;

- *Divide the children into equal teams*
- *Use the School Games Tennis Toolkit to have prepared a competition draw and schedule*
- *Matches can be first to ten points or run on a timed basis, where all matches start and finish on the sound of a whistle*
- *After deciding who serves first, players should serve diagonally, underarm or overarm*
- *Players play out each point following the rules of standard tennis*
- *You may wish to use young Tennis Leaders from a local secondary school to support your intra-school competition*

PLENARY

Bring everyone together to celebrate the success of all involved and encourage the children applaud each other as the results are read out.

Encourage and signpost the children to opportunities to play against other schools or in their local communities.

DIFFERENTIATION

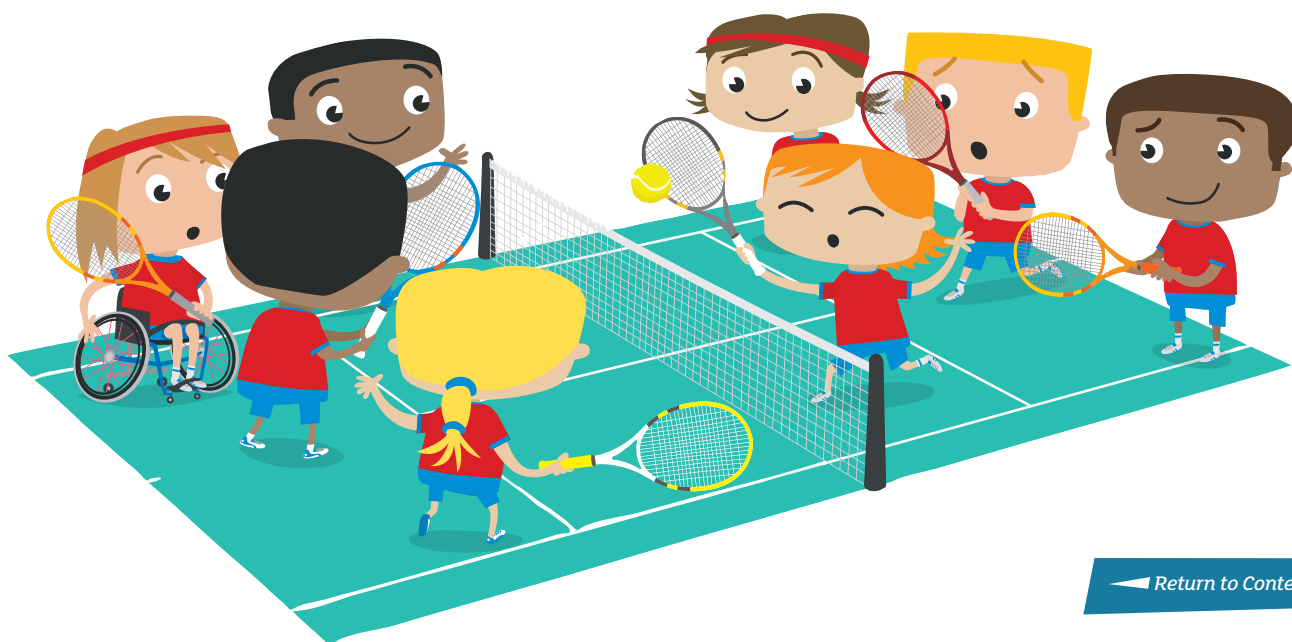
Simplification: Adapt the rules depending on the ability level of the children involved. For example, allow some children to let the ball bounce twice (note: in wheelchair tennis the two bounce rule is always used).

Extension: You may want to use this internal school event to select a team to participate in a local Schools Tennis Competition against other schools. Details of these events are available from your local School Games Organiser, Local Authority or Tennis Development Manager.

ONLINE RESOURCES

www.schoolstennis.org

www.yourschoolgames.com



PE LESSON 2

Schools Tennis - Inter-School Competition

RESOURCES:

- *AEGON Schools Tennis Equipment Pack* – available to any school where a teacher attends a three hour Schools Tennis Teacher Training Course (limited to one per school and where a school has not previously been supported)
- *School Games Tennis Toolkit* – designed for teachers to make running competition as easy as possible. The Toolkit contains over 40 resources and templates, many of which can be edited
- All of the resources described above can be downloaded from www.schoolstennis.org

LEARNING INTENTIONS:

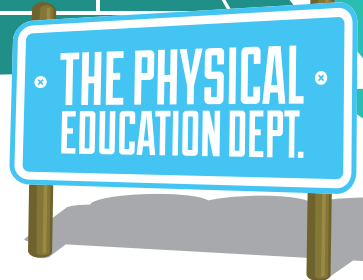
- To participate in an inter-school competition demonstrating the Olympic and Paralympic Values
- To work as a team against other schools to achieve your personal best

VALUE MONSTER

Inspiration: Tennis is an exciting game that requires power, precision and patience in equal measure.

Respect: Tennis prides itself on the respect it encourages for officials and for opponents alike whether a beginner or elite player.

Friendship: Tennis players demonstrate their determination with each and every point, never giving up and believing every point counts.



INTRODUCTION

If your school has an appropriate space - invite other local schools to compete in a Schools Tennis Competition.

Alternatively, you might like to contact a local place to play tennis and discuss the possibility of using one or two of their courts to run an inter-school competition against a couple of other local primary schools. This would help build a link between the schools involved and the place to play tennis that may encourage children to play tennis outside of school.

ACTIVITY

Mini Tennis Competitions can be run on tennis courts, playgrounds or in sports halls. There are a wide range of resources available to support teachers to deliver Mini Tennis Competitions in schools. This modified version of the game makes it easier to achieve for all pupils.

Organise and set up as many Mini Tennis courts as you have space for.

Discuss with the local place to play tennis or other teachers who will lead on organising the competition – it might be advisable to split the roles so that no one person has too much to do. For example, one school might organise the equipment, another school the draws and schedule and another school the certificates and prizes.

Run the competition using the School Games Tennis Toolkit as a guide but adapt depending on number of children involved and the time and space you have available.

PLENARY

Bring everyone together to celebrate the success of all involved and encourage the children applaud each other as the results are read out.

Encourage and signpost the children to opportunities to play against other schools or in their local communities.

DIFFERENTIATION

Simplification: Adapt the rules depending on the ability level of the children involved. For example, allow some children to let the ball bounce twice (note: in wheelchair tennis the two bounce rule is always used).

Extension: Make this a termly event against the other schools or alternatively, there may be further opportunities for the best teams to progress into local Schools Tennis Competitions. Contact your local School Games Organiser, Local Authority or Tennis Development Manager to find out more.

ONLINE RESOURCES

www.schoolstennis.org

www.yourschoolgames.com





ASSEMBLY - FINAL DAY / CLOSING CEREMONY

You may wish to hold an assembly to reflect on what the children have learnt through VOLLEYS & VALUES and to encourage them to continue to showcase the Olympic and Paralympic values in all that they do!



LEARNING INTENTIONS:

To reflect on what the children have learnt about tennis and the Olympic and Paralympic Games and to inspire them to play tennis in a local place to play tennis.

ASSEMBLY OUTLINE:

Share and celebrate examples of children's work from some of the 12 lessons. You may also like to hold a drawing competition prior to the final day / closing ceremony where children draw Dan the Coach and their favourite Value Monster and bring these with them.

Encourage the children to think about:

- What have they learnt about tennis?
- Which of them feels like a champion?
- Which one is their favourite Value Monster? Why?
- Who knows where to play tennis locally?

Celebrate everyone's success and achievements!

RESOURCES:

Pictures, videos and examples of work from the VOLLEYS & VALUES lessons.

Well done!

You were excellent!

Now it's your turn!

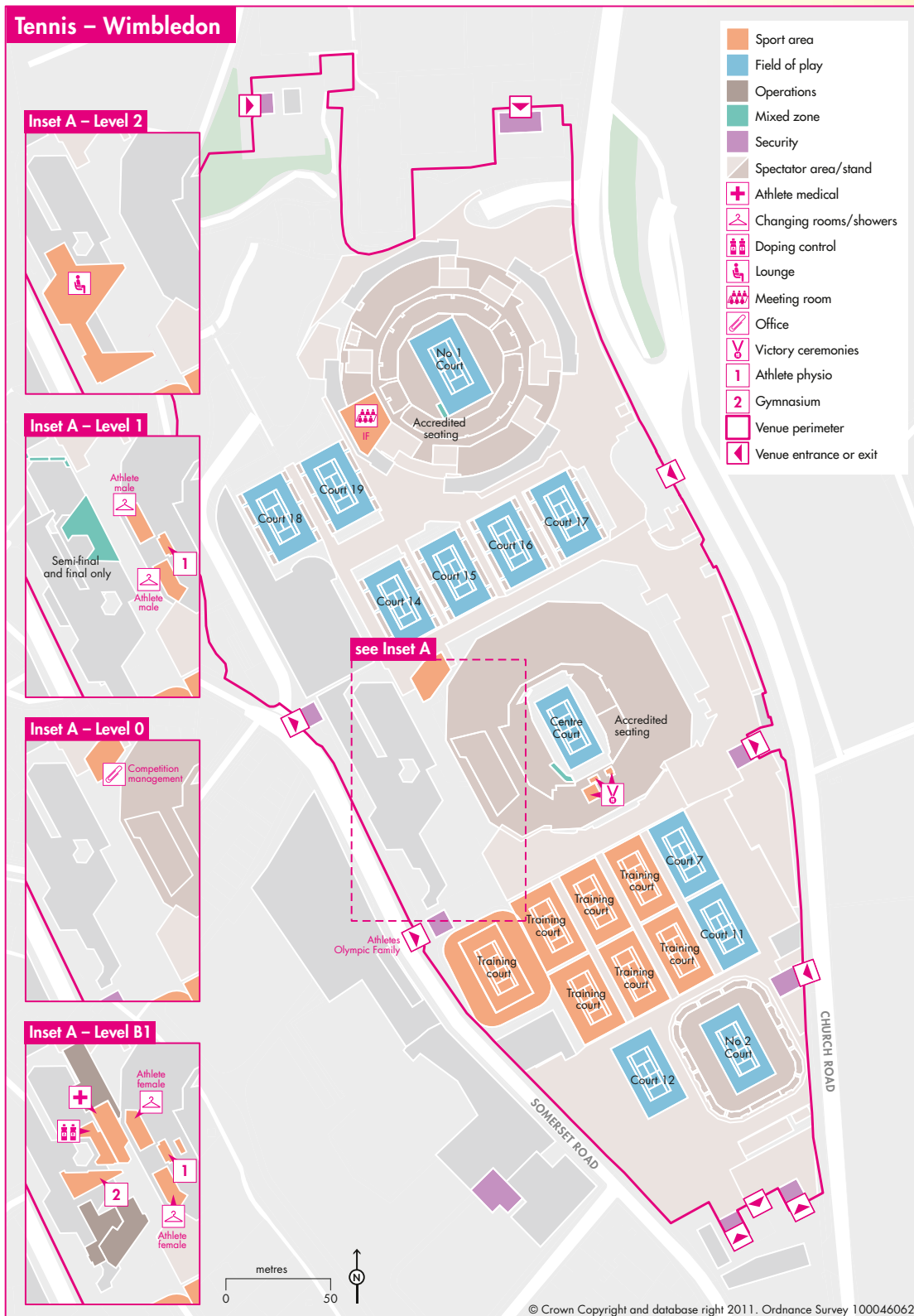


APPENDIX 1 - WIMBLEDON FACT SHEET



Ball Boys and Girls	Ball Boys and Girls aged 16 and 17 will be recruited from the London Boroughs of Merton and Wandsworth via the Young Games Maker Programme.
Courts	Twelve courts will be used for matches at the Olympic Games: Centre, No.1, No.2, 18, 14, (TV courts) 7, 11, 12 and 14-19. Seven courts will be used for practice: Courts 3, 4, 5, 6, 8, 9 and 10.
Hawk	Rufus, a Harris Hawk, visits the club most weeks in the year to provide a deterrent to local pigeons by making them aware of a predator in the grounds and to persuade them to roost elsewhere. Rufus flies for one hour (9.00am) most mornings of The Championships before the gates open.
History	Tennis has long been associated with the modern Olympic Games, reaching back to the beginning when the game was one of nine sports being contested. Tennis continued to be a contesting sport up until after the games of 1924, when the International Tennis Federation could not reach agreement with the IOC over the amateur question and general management of the tournament, which resulted in tennis being side-lined for 64 years until 1988. The All England Lawn Tennis Club (AELTC), then at Worple Road, was also the venue for the Olympic Tennis in 1908.
Legacy	The All England Lawn Tennis Club will continue to host The Championships following the Olympic Games.
Olympic Games	172 players (86 men, 86 women) will compete in the Olympic tennis competition. There are five medal events – men’s and women’s singles (64 draw) and men’s and women’s doubles (32 draw) and mixed doubles (16 draw - last held in 1924). All matches will be the best of three sets with the exception of the men’s singles final, which will be the best of five sets. All mixed doubles matches will be resolved by a first-to-ten tie-break if they reach one set all.
Royal Box	Contains 74 dark green Lloyd Loom wicker chairs. The guest list is only released on the day for security reasons.
Spectators	The grounds can hold a maximum of 38,500 spectators.

APPENDIX 2 - WIMBLEDON OLYMPIC GAMES VENUE MAP

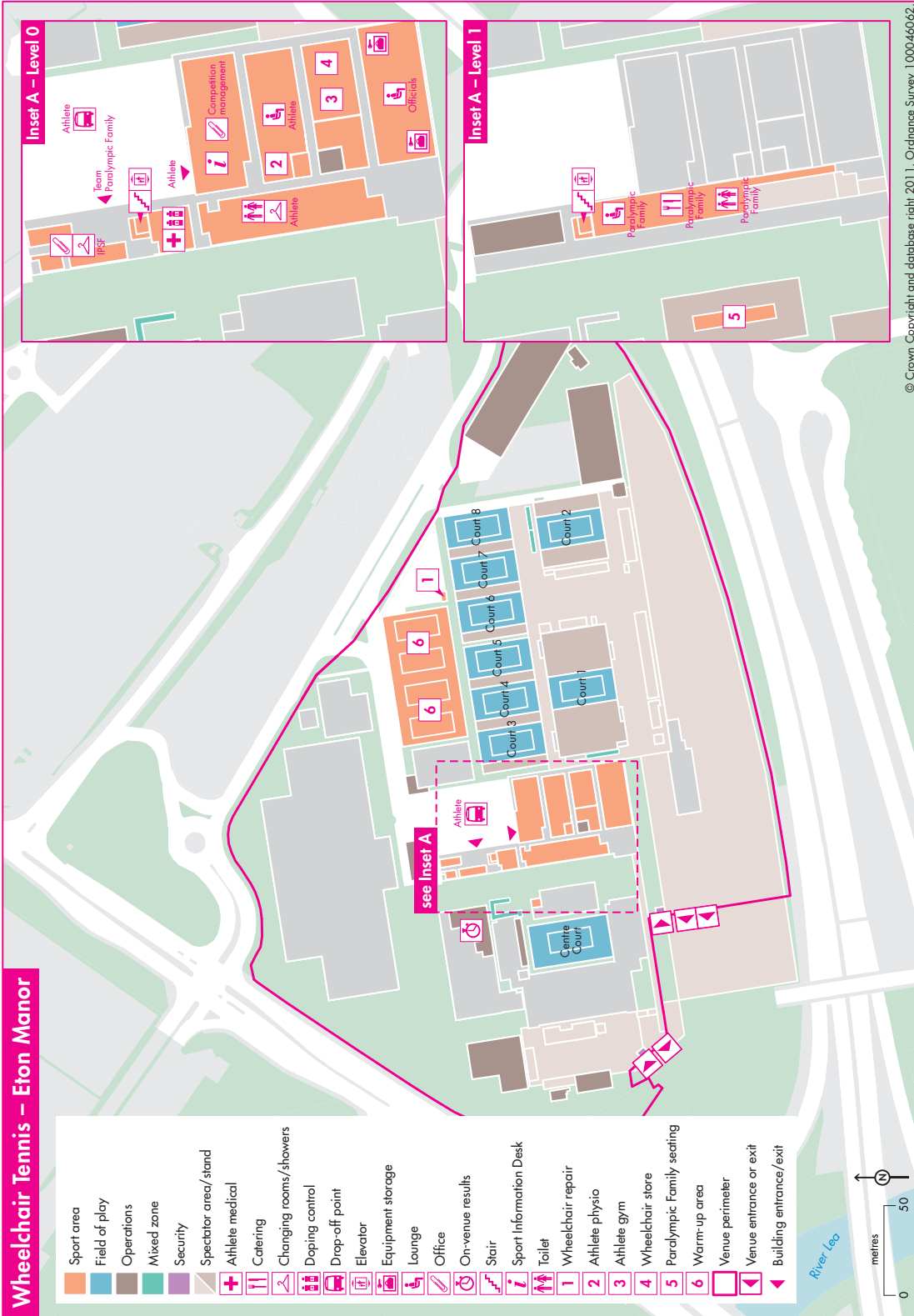


APPENDIX 3 - ETON MANOR FACT SHEET



<i>Ball Boys and Girls</i>	<p>Exactly 126 Ball Boys and Girls are needed for the Paralympic Games at Eton Manor. They will work in seven teams and are part of the Young Games Maker Programme.</p> <p>All Ball Boys and Girls are selected from the six host Olympic and Paralympic Boroughs.</p>
<i>Courts</i>	<p>During the Paralympic Games, Eton Manor will have nine competition courts and four practice courts.</p>
<i>History</i>	<p>The new sporting facilities are on the site of the old Eton Manor Sports Club, which had been disused since 2001.</p> <p>This community sporting facility was established in the 1900s. By the middle of the last century the Eton Manor Boys' Club had gained a reputation as an elite sporting association.</p>
<i>Legacy</i>	<p>After the Games Eton Manor will be transformed into a unique mix of sporting facilities for local and regional communities. This will include four indoor and six outdoor tennis courts.</p>
<i>Paralympic Games – Eton Manor</i>	<p>During the Paralympic Games, Eton Manor will have temporary training pools for participants in Aquatics events. It will have three 50m pools for swimmers, and smaller pools for synchronised swimmers and water polo players.</p>
<i>Spectators</i>	<p>A total of 10,500 seats for spectators include a 5,000-capacity show court.</p>
<i>Sports</i>	<p>Post-Games, Eton Manor will house a tennis centre with four indoor and six outdoor courts, a hockey centre with two competition pitches as well as five-a-side football pitches.</p>

APPENDIX 4 - ETON MANOR PARALYMPIC GAMES VENUE MAP



APPENDIX 5 – GB PLAYER FACT SHEETS



ANDY MURRAY



DATE OF BIRTH	15 May 1987
NATIONALITY	British
BIRTHPLACE	Dunblane, Scotland
NICKNAME	Muzza
PLAYS	Right-handed
TURNED PRO	2005
OLYMPIC GAMES APPEARANCES	1 – Beijing 2008
TOP FACT	Andy's older brother, Jamie, is also a professional tennis player. The left-handed Jamie, a doubles specialist, won the 2007 Wimbledon mixed doubles title with Jelena Jankovic.



LAURA ROBSON



DATE OF BIRTH	21 January 1994
NATIONALITY	British
BIRTHPLACE	Melbourne, Australia
NICKNAME	N / A
PLAYS	Left-handed
TURNED PRO	2008
OLYMPIC GAMES APPEARANCES	0
TOP FACT	Laura began playing tennis at age six when her parents introduced her to a local tennis club. In just eight years Laura went onto win the Wimbledon girls' singles title (aged 14).



ANDREW LAPHORNE



DATE OF BIRTH	11 October 1990
NATIONALITY	British
BIRTHPLACE	Middlesex
NICKNAME	Quickie
PLAYS	Left-handed
TURNED PRO	2009
PARALYMPIC GAMES APPEARANCES	0
TOP FACT	Andrew took up wheelchair tennis in 2003 after getting into the sport through the Tennis Foundation's wheelchair tennis camps.



LUCY SHUKER



DATE OF BIRTH	28 May 1980
NATIONALITY	British
BIRTHPLACE	Qatar
NICKNAME	Shukes
PLAYS	Right-handed
TURNED PRO	2002
PARALYMPIC GAMES APPEARANCES	1 - Beijing 2008
TOP FACT	Lucy has won 11 singles titles and 21 doubles titles.

THANK YOU

The Tennis Foundation would like to thank the following individuals and organisations for their assistance with, and contribution towards, the development of this resource.

- *The All England Lawn Tennis Club*
- *Darshni Pandya, Young Ambassador from Parkstone Grammar School, Poole*
- *Dan 'The Coach' Bloxham*
- *Deborah Wheatley*
- *Getty Images*
- *Isla Marsh, Young Ambassador from Parkstone Grammar School, Poole*
- *The London Organising Committee of the Olympic and Paralympic Games (LOCOG)*
- *Propeller Design/Print/Integrated*
- *Roger Davis*

VOLLEYS & VALUES CD-ROM

Your VOLLEYS & VALUES CD-ROM contains electronic versions of all the pages contained in this resource as well as a set of Value Monster certificates to reward and recognise the achievements of your pupils.

- *The CD-ROM contains individual Value Monster certificates plus a special certificate for pupils who demonstrate each and every one of the Value Monsters!*
- *The certificates are editable PDF files which mean you can personalise and print them as required.*
- *For more information and support please go to: www.schoolstennis.org*



VOLLEYS & VALUES

VOLLEYS & VALUES – inspired by London 2012 – is an innovative and inspiring cross curricular resource for children to learn more about the game of tennis and the values that underpin the Olympic and Paralympic Games.

