USTA/National Junior Tennis & Learning

The USTA/National Junior Tennis & Learning (NJTL) network is a nation-wide group of community tennis organizations seeking to develop the character of young people through tennis and education.

Founded in 1969 by Arthur Ashe, Charlie Pasarell, and Sheridan Snyder, this growing network of tennis providers share similar values, ideals, and goals by:

- reaching out to those who may not otherwise have the opportunity to play tennis
- instilling in youngsters the values of leadership and academic excellence
- giving all kids (regardless of income, race, gender) the opportunity to fully develop their tennis skills so they can derive a life time of enjoyment from the sport.

NJTLs are unique because they offer a variety of on-court programming and also educational and life-skill components designed to enhance a player’s overall development. These educational components are diverse in nature, but can vary from things like mentoring, drug and alcohol counseling, to things like computer skills training, health and nutrition, and college preparation. The NJTL is a great way for kids to get exercise, make friends, and have fun in a team-oriented and safe environment.

This First Serve Life Skills Curriculum™, a registered trademark of the United States Tennis Association Incorporated, is offered at no cost to NJTL Chapters, allowing for local chapters/programs to provide high-quality life skills programming for their constituents.

For more information, visit www.usta.com/njtl.
ACKNOWLEDGMENTS

The following individuals were members of First Serve’s team that created these materials. We would like to thank them for their valuable contributions.

**First Serve National Team**

- Trey Buchholz: First Serve Founder
- Peter J. Ryan, Ph.D.: Principal Consultant
- Normandie Ross-Rocans: Designer
- Robert Flader: Director of Life Skills Education
- James Kloss: Instructional Designer/Writer
- Louise Forbush: Writer/Editor

**Local Program Representatives**

- John Chen, Program Manager, Youth Tennis Advantage, San Francisco, CA
- Rick Crockett, Director of Coaching and First Serve, Tennis Foundation of St. Petersburg, FL
- Linda Curtis, USA Tennis—Florida Section
- Helyn Edwards, Manager, NJTL and Special Populations, USTA
- Linda Elliott, Executive Director, Zina Garrison Foundation, Houston, TX
- Terri Florio, Executive Director, MaliVai Washington Kids Foundation, Jacksonville, FL
- Henry Guignet, Director, Palm Beach Tennis Patrons Foundation, West Palm Beach, FL
- Dave Higaki, Executive Director, East Palo Alto Tennis and Tutoring, Stanford, CA
- Jackie Keller, Director of Education, Tennis Foundation of St. Petersburg, FL
- Whitney Kraft, Director of Tennis, City of Fort Lauderdale, FL
- Nancy Lerner, Board Member, Zina Garrison Foundation, Houston, TX
- Scott McRoberts, Tennis ACES, San Francisco, CA
- Kim Sands, Director, Ashe/Buchholz Tennis Center at Moore Park, Miami, FL
- Dan Shannon, Executive Director, Ft. Snelling Tennis & Learning Center, Minneapolis, MN
- Loretta Strickland, Director Development, USA Tennis—NorCal Section
- Scott Tharp, Executive Director, Arthur Ashe Youth Tennis and Education, Philadelphia, PA
- Cameron Thomas, Executive Director, Dwight Davis Tennis Center, St. Louis, MO
- Willis Thomas, Director of Tennis, Washington Tennis and Education Foundation, Washington, D.C.
- Kesha Weekes, Education Director, East Palo Alto Tennis and Tutoring, Stanford, CA
- Norman Wilkerson, South Atlanta Community Tennis Association, Atlanta, GA
- Donald Young, Director, Tennis in Motion, College Park, GA

© 2010 United States Tennis Association Incorporated all rights reserved
# GAME CONTENTS

## INTRODUCTION

1

## UNIT 1: BEING A TEAM PLAYER

**Introduction**

12

**Foundation Lessons**

1.1 Getting to Know Your Teammates

13

1.2 Introducing Yourself

15

1.3 Participating with the Team

17

1.4 Joining the First Serve Team

20

My Serve

27

## UNIT 2: BEING POSITIVE

**Introduction**

29

**Foundation Lessons**

2.1 Being Positive Helps You Have Fun

30

2.2 Positive Self-Talk and Action

32

2.3 Positive Comments from Others

35

2.4 Practice to Improve

37

My Serve

40

## UNIT 3: UNDERSTANDING RULES

**Introduction**

42

**Foundation Lessons**

3.1 Why are Rules Important in Tennis?

43

3.2 Tennis Etiquette Shows You Care

47

3.3 Player Behavior on the Court

50

3.4 Following a Code of Conduct

53

My Serve

56

## UNIT 4: PRACTICING PROPER HYGIENE

**Introduction**

58

**Foundation Lessons**

4.1 What it Means to be Healthy

59

4.2 Taking Care of My Body

62

4.3 Proper Dress for Tennis

65

4.4 Healthy Teeth

68

My Serve

70

© 2010 United States Tennis Association Incorporated all rights reserved
GAME CONTENTS

UNIT 5: TALKING WITH OTHERS
Introduction 72
Foundation Lessons
5.1 The Conversational Process 73
5.2 Asking Questions in a Conversation 75
5.3 Being a Good Listener 77
5.4 Responding to Keep a Conversation Going 80
My Serve 82

UNIT 6: APPRECIATING DIVERSITY
Introduction 84
Foundation Lessons
6.1 Diversity Among Tennis Players 85
6.2 Diversity at First Serve 88
6.3 Physical Similarities and Differences 90
6.4 Benefiting from Differences on the Court 92
My Serve 94

PRACTICE ACTIVITIES OVERVIEW 96

UNIT 1: BEING A TEAM PLAYER—PRACTICE ACTIVITIES
Eye Contact Rally 97
Doubles Partner Introductions 98
Introducing Yourself in the Community 98
Participation at School and in the Community 99
Teamwork Versus Individual Effort 100
Being a Good Friend and Teammate 101

UNIT 2: BEING POSITIVE—PRACTICE ACTIVITIES
Create a Positives Poster 102
Positive Talk Rally 103
Building Team Spirit 104
Relax and Stay Positive 105
Awareness of Positive Talk 106

UNIT 3: UNDERSTANDING RULES—PRACTICE ACTIVITIES
Tennis Terms or Rules Competition 107
Line Call Etiquette 108
Making Kids’ Rules 109
Learning New Tennis Rules 109
GAME CONTENTS

UNIT 4: PRACTICING PROPER HYGIENE—PRACTICE ACTIVITIES
Healthy Choices Rally 110
Healthy Choices Team Challenge 111

UNIT 5: TALKING WITH OTHERS—PRACTICE ACTIVITIES
“Coach Says” 112
The Listening Game 112
Tennis Sounds Listening Game 113
Learning Something New in a Conversation 114

UNIT 6: APPRECIATING DIVERSITY—PRACTICE ACTIVITIES
Diversity on the Tennis Tour 115
Diversity in What We Eat 116
Tennis Shot Diversity 117

APPENDIX
GAME Knowledge Test
GAME Skill Demonstration
GAME Graduation Challenge Summary
INTRODUCTION

Welcome to the First Serve Life Skills Curriculum™. You and your NJTL Chapter are about to embark on an exciting journey—not only introducing young people to the game of tennis, but helping them learn specific skills and valuable life lessons that will enable them to succeed in other areas of their lives. This curriculum contains the material, the structure, and many ideas on how to deliver the program. However, it is important to remember First Serve Life Skills Coaches are the key ingredient to a successful program.

Coaches make these materials come to life for First Serve participants. Their commitment and willingness to embrace curriculum concepts, confidence and familiarity with the activities, and ability to adapt the program to a specific location are all important to the program’s success. First Serve coaches also serve as role models for the skills and values presented in the curriculum.

This Instructor Guide will serve as a resource manual for delivery of the curriculum. The introduction includes sections on curriculum design, overall program structure, national and local training, pacing and timing of lessons, and various other aspects of logistics and planning.

NJTL MISSION and FIRST SERVE LIFE SKILLS CURRICULUM DESIGN

The USTA/National Junior Tennis & Learning (NJTL) network is a nation-wide group of community tennis organizations seeking to develop the character of young people through tennis and education. Founded in 1969 by Arthur Ashe, Charlie Pasarell, and Sheridan Snyder, this growing network of tennis providers share similar values, ideals, and goals by:

- reaching out to those who may not otherwise have the opportunity to play tennis
- instilling in youngsters the values of leadership and academic excellence
- giving all kids (regardless of income, race, gender) the opportunity to fully develop their tennis skills so they can derive a life time of enjoyment from the sport

Given this mission, the First Serve Life Skills Curriculum™ incorporates several important features of effective youth development programs. These include emphasis on the whole child, focus on developmental assets, mastery learning, and the importance of instructor preparation and training. These are briefly described below.

The Whole Child

The lessons and activities in this curriculum emphasize development of the whole child—within their environment—to help them grow physically, mentally, and socially. The curriculum is intended to be youth-centered (rather than teacher- or program-centered) and paced to suit the needs of participants. The curriculum is modular and flexible, so it can be adapted to individual sites that have a variety of settings, facilities, age groups, and available staff. (Further details about delivery and pacing of the lessons are included later in the Introduction.)

Assets

As participants move through the three levels of the curriculum—Game, Set, and Match—they will acquire an array of important life skills, among them how to communicate effectively,
manage emotions, work as part of a team, set and reach personal goals, and deal with peer pressure. These skills should be viewed as personal or internal assets that will help participants develop resiliency and long-term physical, mental, and social health.

Other assets are external and defined as positive experiences youth receive from the people and institutions connected with them. These include resources such as community programs, safe places, clear boundaries and expectations, adult role models, and opportunities for education.

The First Serve Life Skills Curriculum™ lessons offer a context to provide external assets where young people can acquire personal or internal assets. Tennis and education programs offer a structure that includes fair rules, guided practice and competition, adult role models, and many opportunities to develop and integrate physical, social, and emotional skills. For additional information about asset models in youth development, refer to the Search Institute (www.search-institute.org).

**Mastery Learning**

Learning how to be good at something takes time. For example, a new player’s forehand is rough and imprecise at the beginning. With adequate practice over time, the learner makes better contact and increases both pace and accuracy. Mastery of a good forehand stroke eventually comes with repeated skill instruction, reinforcement, and practice.

We have all seen this cycle of skill exposure, practice, and mastery when it comes to sports. Similarly, skills like interpersonal communication, healthy eating and drinking habits, and group socialization are mastered over time, with practice. Accordingly, the curriculum introduces specific skill sets in each unit for initial exposure and immediate practice. However, mastery of the skills will only come with added practice and use of these life skills over time. Additional practice activities are included in each lesson to help participants achieve mastery. In addition, certain life skills introduced earlier are reviewed in later units—often in a more advanced way to provide additional skill instruction and application.

More importantly, the skills need to be practiced by the participants and reinforced by coaches and education leaders during their day-to-day interactions. These everyday learning opportunities are often called *teachable* or *coachable moments*—times when a newly learned skill can be applied and reinforced in real-life situations.

**Well-Prepared Local Program Leaders and Coaches**

The concepts and skills introduced in the First Serve Life Skills Curriculum™ should be familiar to local education leaders and coaches. However, to deliver the lessons effectively, local leaders and coaches need to invest time to learn the content and sequence of the curriculum, practice the lessons and activities among themselves, and set the stage for success by planning how to best implement the program at their particular site.

Similar to the mastery learning curve for participants, education leaders and coaches may have a learning curve of their own. Excellence in program delivery—with ultimate benefits to youth—will come with repeated practice and improvement by local leaders to find what works best.
PROGRAM STRUCTURE

The summary chart on the following page indicates the structure and order of the curriculum and the skills addressed in each unit. As shown, there are three curriculum levels (Game, Set, and Match), 18 instructional units (six in each level) with several Foundation Lessons and practice activities. Each unit centers on one focal life skill. The curriculum provides practice and skill reinforcement, across all three levels, in five key life skill clusters.

- **Three Program Levels.** The curriculum has three levels: Game, Set, and Match. The first two levels are designed so that participants can complete the activities with the guidance of a life skills coach. Match is for more experienced participants who are a bit older and have more experience. The curriculum is designed, so that a program level can be completed in one school year if a participant regularly attends an after-school First Serve program.

- **18 Instructional Units.** Each of the three levels contains six units, which introduces and provides practice on a focal life skill.

- **Foundation Lessons and Practice Activities.** Each unit has both Foundation Lessons, which are delivered in a set sequence for all participants, and Practice Activities, which provide extra practice opportunities later in the year. Each unit has four Foundation Lessons and several additional Practice Activities. A sample school year schedule for a core program at the Game Level is illustrated below.

<table>
<thead>
<tr>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Jul</th>
<th>Aug</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Participants → First Serve Life Skills Curriculum™ →</td>
<td>Summer Programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Game units 1-6, 24 Foundation Lessons, Approximately 1 unit per month</td>
<td>Practice Activities</td>
<td>Graduation Challenge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Life Skill Clusters.** Five major skill clusters are practiced across all three levels of the curriculum: using interpersonal skills, demonstrating teamwork, applying healthy habits, managing emotions, and improving organizational skills. Tennis is actually the sixth skill cluster, but the First Serve program is based on the understanding that each Chapter has a tennis skills instruction program in place. Therefore, the First Serve Life Skills Curriculum™ should be integrated into the tennis instruction programs.
# First Serve Life Skills Curriculum™ Overview

<table>
<thead>
<tr>
<th>Curriculum Unit/Focal Life Skill</th>
<th>Skill Clusters Practiced Across the Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Using Inter-personal Skills</td>
</tr>
<tr>
<td><strong>Game Level</strong></td>
<td></td>
</tr>
<tr>
<td>1. Being a Team Player</td>
<td>X</td>
</tr>
<tr>
<td>2. Being Positive</td>
<td>X</td>
</tr>
<tr>
<td>3. Understanding Rules</td>
<td></td>
</tr>
<tr>
<td>4. Practicing Proper Hygiene</td>
<td></td>
</tr>
<tr>
<td>5. Talking with Others</td>
<td>X</td>
</tr>
<tr>
<td>6. Appreciating Diversity</td>
<td>X</td>
</tr>
<tr>
<td><strong>Set Level</strong></td>
<td></td>
</tr>
<tr>
<td>7. Embracing Fitness</td>
<td></td>
</tr>
<tr>
<td>8. Understanding Nutrition</td>
<td></td>
</tr>
<tr>
<td>9. Improving Study Skills</td>
<td>X</td>
</tr>
<tr>
<td>10. Staying Calm and Focused</td>
<td></td>
</tr>
<tr>
<td>11. Dealing with Peer Pressure</td>
<td></td>
</tr>
<tr>
<td>12. Resolving Conflicts</td>
<td>X</td>
</tr>
<tr>
<td><strong>Match Level</strong></td>
<td></td>
</tr>
<tr>
<td>13. Speaking in Front of Others</td>
<td>X</td>
</tr>
<tr>
<td>14. Making Good Decisions</td>
<td></td>
</tr>
<tr>
<td>15. Setting Personal Goals</td>
<td></td>
</tr>
<tr>
<td>16. Planning to Attain Personal Goals</td>
<td></td>
</tr>
<tr>
<td>17. Overcoming Challenges</td>
<td></td>
</tr>
<tr>
<td>18. Giving and Receiving Help</td>
<td>X</td>
</tr>
</tbody>
</table>
TEACHING MATERIALS

First Serve provides three primary teaching resources: an Instructor Guide, a participants’ guide called the First Serve Playbook, and a Graduation Challenge Guide.

The Instructor Guide

The Instructor Guide provides step-by-step explanations of how to conduct the lessons and activities at each level, with many examples of the types of answers expected and the intended outcomes of the discussions, activities, and role-plays. In addition, all lessons and activities begin by itemizing the materials that might be needed, the best location for delivery, the teaching format, and the estimated duration of the lesson.

Each unit contains four sections: the first three provide some background and identify major instructional topics taught in the unit; the last two provide the “meat” of the unit, the actual instructional material, as outlined below:

- **Introduction:** Provides the rationale for the unit and overviews the major concepts.
- **Learning Objectives:** Identifies specific skills and behaviors that the participants should be able to perform after completing the lesson.
- **Foundation Lessons:** Presents step-by-step instructions for introducing and practicing the life skill in each lesson. These are considered mandatory activities that will enable all participating children to participate in common program elements. Each unit contains four Foundation Lessons, or 24 per program level. The Foundation Lessons reflect the core program and are delivered first, in sequence—prior to the Practice activities.
- **Practice Activities:** Includes supplemental activities designed to reinforce concepts and give participants additional practice in applying them to different situations, on and off the court. These activities are based on the premise it often takes repeated exposure and practice for participants to acquire the skills in this program, just as it takes repeated practice to improve one’s tennis strokes. Participants engage in these activities after all Foundation Lessons are completed in order to hone their life skills and prepare for the Graduation Challenge.

The Playbook

A separate Playbook is provided for participants at each level of the program (Game, Set, and Match). It summarizes essential points made in the lessons, and provides space for completing activities by filling in the blanks, and making personal notes. The Playbook is for participants to keep and it serves as a record of life skills completed at each level.

The Playbook also includes a **My Serve** activity at the end of each unit. My Serve requires participants to apply a life skill beyond the First Serve setting—at school, home, or in the community. Each My Serve activity identifies a specific task where participants can apply a specific life skill, record the results of their efforts, and discuss their experience with their First Serve coaches and teammates.
Playbook pages appear in the Instructor Guide text where relevant, with a reference for the instructor to call out the page number for participants. For instructors, answers are provided in italics and parentheses in the Instructor Guide.

PROGRESS ASSESSMENT AND GRADUATION

Participants in First Serve will receive recognition after they graduate from each level of the curriculum. To receive that recognition, they must successfully complete a Graduation Challenge—The Game Challenge, the Set Challenge, or the Match Challenge, depending on where they are in the program.

The Graduation Challenge Guide

The Graduation Challenge Guide delineates how to assess participant progress and complete challenge procedures (this guide is a separate document). Each challenge consists of two mandatory components to verify that participants: 1) participated in the Foundation Lessons and completed the learning activities, and 2) can recognize and recall basic knowledge associated with life skills and demonstrate the skills in the First Serve setting. The following describes these elements.

1. Participation

- Review of the Playbook, and sign off, by a trained First Serve Life Skills Coach, to ensure a participant has properly completed all activities.
- Verification, by the First Serve Life Skills Coach, the participant completed all Foundation Lessons and was listed on the First Serve core participant roster during the school year (First Serve monthly reporting).
- Review of My Serve activities to reinforce how life skills have been used beyond First Serve—in other settings such as home, school, or the community.

2. Skill Knowledge Assessments

- Completion of an objective knowledge assessment that includes true/false and multiple-choice questions. The questions assess knowledge of the life skills and how they are used. Knowledge assessments are created by the Home Office and scored by Chapter coaches and educators based on specific criteria.
- A skill demonstration administered by a trained First Serve Life Skills Coach. This skill assessment requires participants to demonstrate a specific skill, and described how it is used, when prompted by a First Serve leader or coach.

LOCAL LOGISTICS AND PLANNING

Several logistical issues must be considered in order to deliver the most successful life skills program possible. While it is likely you have already worked through many of these issues, please take some time with your local team to consider the planning issues presented below.
Life Skills Coaches

One local representative from each site who attends the national training should be identified as the lead life skills coach for planning and delivery of the curriculum. The curriculum does require new learning and new routines for working with participants. And the experience and expertise of the leader will determine, to a great extent, how much participants learn and benefit from the program. Delegating life skills delivery responsibilities to several poorly trained individuals is not recommended because it will result in a weak program for participants. However, once the program is solidly under way at a local site, additional volunteers and staff can be trained to help deliver the curriculum.

Location

The First Serve program requires participants to engage in a combination of tennis, academic support, and life skills lessons. There should be access to tennis courts and a nearby indoor facility such as a recreation center, classroom, or private facility. The facility where you conduct First Serve lessons should be free of major distractions such as, close proximity to other active groups, or excessive noise. The curriculum has been designed so that most activities can be done either indoors or outdoors. However, it would be best if you can identify a consistent location or pair of locations where you will conduct the lessons. This will help participants develop a learning routine. For example, outdoor lessons might be conducted on a specific court that has bleachers or benches, while indoor lessons might be conducted in a particular classroom that has chairs, tables, and a whiteboard or flipchart for recording participants’ ideas. Each lesson has guidelines for the best location.

Equipment

Most life skills lessons demand simple equipment, like tennis rackets and balls, the Playbook, and/or paper and pencils. Sometimes they require or recommend a flipchart or whiteboard for recording participants’ responses to questions. Occasionally some special item is necessary, such as a measuring device or specific educational tool.

It is important to review each lesson early on, identify the equipment you will need, and have it ready before the lesson begins.

Timing and Pace

Ideal timing and pace for delivering the lessons is illustrated in the chart below. The First Serve Life Skills Curriculum™ should be delivered in an after-school setting, throughout the school year, to be successful. If the curriculum is delivered too fast, out of sequence, or with few practice opportunities, concepts are unlikely to be absorbed by the participants or internalized before they are asked to move on to a new topic.

First Serve recommends delivering life skills lessons twice per week throughout the school year. The first session should include formal delivery of a Foundation Lesson and the second session should involve at least some additional practice with the same Foundation Lesson skills. This will allow Chapters to complete approximately four Foundation Lessons per month. Moving faster may result in poor skill mastery by the participants.
In addition to the core program, if other aspects of your program include a drop-in program where participants come intermittently, or a summer program, you can use First Serve Lite™, the modified life skills program, with these groups.

The figure below illustrates how a Chapter can complete the Game Level with a group of participants. This chart assumes the program is delivered in an after-school setting that begins in mid September and ends in early June—corresponding to a school-year calendar. NJTL understands that most Chapters will likely alter the schedule somewhat to accommodate local calendars. The Foundation Lessons, for all six Game units, are delivered in sequence, starting in September and continuing through February. The Practice Activities provide additional skill practice and reinforcement in March and April. These activities help prepare the participants for the Graduation Challenge in May, which is followed by a graduation celebration in early June. A similar schedule is recommended for participants enrolled in Set and Match levels.

<table>
<thead>
<tr>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Jul</th>
<th>Aug</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Participants → First Serve Life Skills Curriculum™ →</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Game units 1-6, 24 Foundation Lessons
Approximately 1 unit per month

Practice Activities
Graduation Challenge Celebration

First Serve Lite™

Drop-in, and Summer Participants → First Serve Lite™

Identification and Placement of Participants

In order for the First Serve Life Skills Curriculum™ to have a significant impact, youth need to be exposed to the lessons and participate in the activities on a consistent basis. Therefore, Chapters must communicate to all participants and their parents the importance of consistent attendance during the program period. The Chapter should make it clear the core program is not a drop-in program. Prior to enrollment, parents and participants should be notified that regular attendance is required and participants are expected to follow the behavior policies specified by the Chapter. Participants, and their parents, who cannot commit to a regular schedule should be served with the First Serve Lite™ program.

The USTA/NJTL White Plains office has guidelines for participant placement and parent communications that support optimal attendance and program participation at a Chapter.

Attendance and Make-Up Lessons

To graduate from each level of the First Serve Life Skills Curriculum™, participants must attend all Foundation Lessons, complete the related Playbook activities, and complete the skill assessments. This is to ensure that all First Serve participants have been exposed to a common set of skills that can benefit them in tennis, school, and other aspects of their lives.

Some participants will miss lessons periodically, so it is important to schedule make-up opportunities. These lessons can be conducted in small groups or individually. Some Chapters may set aside a specific time each week for make-up lessons—and only use the time as needed. It is also important for participants to be responsible for their own make-up lessons by
monitoring their Playbooks for activity completion. Remember, taking personal responsibility for full participation and program progression are valuable life skills.

**Age of Participants**

Of course, there will be some variation in the ages of participants among Chapters. In general, younger participants are expected to move through the program at a slower pace in order to ensure the basic concepts are learned and reinforced in smaller increments. Alternately, older participants can grasp many of the early lessons quite quickly, and move through the program a bit faster.

**Student/Instructor Ratio and Grouping**

The age of participants also has implications for grouping and program delivery. In order to implement a quality program, participant/instructor ratios should not exceed 12 to 1 in the life skills lessons—with the ratios for the younger or less mature participants below 8 to 1. This curriculum cannot be properly implemented with ratios in the 30 or 40 to 1 range, as participants will not receive the attention they need to learn the concepts. Team teaching and training volunteers and tennis coaches to reinforce concepts are good strategies to ensure that participants receive the proper level of support.

**Blending Life and Tennis Skills**

In most cases, the skills introduced throughout the curriculum can be applied in tennis, school, and other situations in participants’ lives. For example, the curriculum identifies why it is important to communicate well on the court, in school, and in the community. Further, the prescribed activities offer opportunities to practice the target skill in a variety of environments. Likewise, goal-setting and controlling your emotions apply to tennis, school activities, and personal endeavors. The curriculum provides many examples and specific guidance on how to make these linkages, while My Serve activities require the application of life skills in other settings. However, you are encouraged to add personal ideas and examples in order to make the program more relevant for participants and bring the concepts and skills to life.

**Activity, Discussion, and Demonstration**

Lecturing to groups of participants is the least effective way to implement this program. Interaction, dialogue, role-play, competitive games, and physical activity all work better. Lessons and activities have been designed to encourage active participation through physical activity, demonstration, dialogue, role-play, Playbook exercises, and group work on and off the court. Participants should always be doing something that allows them to participate during the lessons.

Participating by doing will not always involve a tennis activity. In many cases it means working with a group to generate a written list and share ideas (mental doing), role-playing (introducing yourself), or participating in simple games (positive comments about teammates) to illustrate a point. Ultimately, the curriculum calls on your creativity and personal experiences to add activities, examples, and games that will help participants engage as they develop new skills.
ONGOING TECHNICAL ASSISTANCE

NJTL will provide ongoing technical assistance to help individual Chapters implement the curriculum and operate programs that effectively support learning. This assistance will emphasize operational planning and implementation support for delivering the curriculum, as well as general help in establishing a Chapter, generating resources, evaluating programs, and connecting with the media and with professional tennis players and organizations. These activities will also involve periodic visits to local sites and consultation with key individuals. For up-to-date information about technical assistance services, please contact:

USTA/National Junior Tennis and Learning
70 West Red Oak Lane
White Plains, New York 10604
914-696-7088
www.usta.com/njtl
Unit 1: Being a Team Player

INTRODUCTION

In this first unit, participants learn about being a team player. To begin forming and strengthening the team, activities focus on introductions and on the value of participating fully in all activities. The basic structure and content of the First Serve program is also reviewed when the Playbooks are distributed.

First, participants learn each other’s names and a little bit about each other. On-court activities help them remember the names, while acquiring tennis skills. Next, they learn to make a good first impression by introducing themselves properly, a basic communication and social skill they can use both on and off the court. The instructor demonstrates the right and wrong way to introduce oneself, and, in the process, participants discover body language is often more important than what they actually say. Participants learn and practice the steps to follow when meeting someone new—facing the other person, standing tall, smiling, maintaining eye contact, offering a firm handshake, and speaking clearly.

Participants also learn the benefits of participating fully in all activities at First Serve—they can have more fun, make new friends, and learn tennis skills faster if they show up, ask questions, volunteer answers, pay attention, help others, and, in general, make themselves a valuable part of the team.

First Serve Playbooks are distributed and the instructor briefly describes the Game Level, what life skills are, the particular life skills participants will acquire in the Game Level, and the rewards they can expect when they complete this level.

Learning Objectives

After completing this unit, participants should be able to:

- State the names of tennis staff and others on the team
- Speak briefly about themselves in front of the team
- Demonstrate how to properly introduce themselves
- Understand the benefits of participating fully in activities
- Identify requirements and benefits of the First Serve program
- Define life skills and how they can help on and off the court
UNIT 1 FOUNDATION LESSONS

1.1 GETTING TO KNOW YOUR TEAMMATES

| Materials: | Tennis balls |
| Setup:     | Inside or on court; in a circle (or several smaller circles) |
| Time:      | 40 minutes |

Lesson Opening (5 minutes)

1. **Welcome and staff introductions.** Welcome participants to the First Serve team, and introduce yourself and any other staff. (This could be done many different ways; the following is just one example.) You may have worked with at least some of the participants before. If so, ask the group whether anyone remembers your name. If someone says, “yes,” let that person call out your name and have the group repeat it together. Repeat this for any other staff.

2. **Explain it is important to get to know each other to feel more comfortable.** Next, ask if there is anyone who knows the names of everyone in the group. Explain because we often feel more comfortable and part of a team when we know the names of the other people we are playing with, we are going to try to learn people’s names and a little bit about each other.

**Activity 1: Meeting the Team (15 minutes)**

1. **Have kids state their names.** Ask participants to form a circle. Have each person step into the circle in order and state his or her name, school, grade, and something about their experience in playing tennis, if any. Give them an example before they start. (*My name is Joe Woods, I’m in the 4th grade at the Summit Public School, and I’ve never played tennis before.*) You can then do the following activities to help everyone remember names.

2. **Action activity to help kids link names to something about them.** Do this activity within the circle you have already formed, or break into smaller circles. Explain to help remember each other’s names participants are going to go around the circle once again stating their name, but this time adding an action indicative of a sport or other recreational activity they like to do. The next person in the circle repeats that name and action, then adds his own name and action. This keeps going until all have participated. When someone can’t remember a name or action, others in the circle can call out the correct one(s). Demonstrate with at least one example (using your own name):

   Announce, “My name is Henry and I like to hit baseballs,” as you take a mock swing with an imaginary bat in your hands.

Other examples of names and actions:

- *My name is Shauna and I like to shoot baskets.*
- *My name is Ken and I like to kick soccer balls.*
- *My name is Rhonda and I like to ride bikes,* etc.
- Non-sports are also OK: *My name is Rachael and I like to read.*
Activity 2: Remembering Names (15 minutes)

1. **Tennis ball toss activity to remember names.** Spread the group over the court and make sure each person has a tennis ball. This activity has four parts and participants begin learning skills to help them in serving, while learning each other’s names. Demonstrate each step before asking them to do it.

- **Step 1:** Have participants toss the ball from left hand to right hand and back, focusing on controlling the ball and creating a fairly high arc with the toss. Repeat 8-10 times.

- **Step 2:** Have them use their non-dominant hand to toss the ball up above their heads and catch it with the same hand. If they are able, have them extend their arm straight up when they toss, and leave it up there to catch the ball, since that action is more similar to the service toss. Repeat 8-10 times.

- **Step 3:** Have the participants form a circle (or several smaller circles) and, using the non-dominant hand, have them toss the ball underhand to someone else in the circle. The person catching the ball must say his or her name. Repeat until everyone has participated.

- **Step 4:** Repeat the above step, only this time have the person throwing the ball say the name of the person they throw the ball to. Make sure the participants are successful at stating other team members’ names before stopping this activity.

This activity can also be done by tossing or bouncing a basketball or other playground ball among the participants. It should be repeated, periodically, when new participants are introduced to the team.

Lesson Closing (5 Minutes)

1. **Solicit feedback about meeting new teammates.** Have participants discuss their feelings about introducing themselves to the team and meeting new people at First Serve. You might ask the following questions:

   *Did anyone make new friends today?*
   *Did you learn something new about any of your teammates?*
   *Besides your name, what do you want your team members to remember about you?*

2. **Highlight the importance of remembering the names and interests of their new teammates.** Discuss how “team players” always acknowledge others on the team and like to learn things about their teammates. In addition, “team players” always introduce themselves and share something about themselves with new team members.
1.2 INTRODUCING YOURSELF

**Materials:** None (flipchart & marker optional)

**Setup:** Inside or on court, group discussion and role-play

**Time:** 45 minutes

**Lesson Opening** (5 minutes)

1. **Review meeting others on the team.** Quickly review how the last lesson focused on meeting everyone on the team and remembering their names and something about them.

2. **Explain the importance of introducing yourself properly.** Now, ask the kids if they remember when people were introducing themselves in the circle. Ask them which people they thought did a good job of speaking before the group. Then ask them why they thought it was good. Possible answers:

   * I could hear them.
   * They spoke clearly.
   * They looked up.
   * They stood tall.
   * They looked at me, etc.

   Acknowledge all the positive points and explain those all affect the impression we make—we only get one chance to make a first impression. Tell them they are now going to be shown how to introduce themselves when meeting someone one-on-one for the first time, how the small things that we do—or do not do—affect the impression we make.

**Activity 1: The Right Way to Introduce Yourself** (15 minutes)

1. **Demonstrate the RIGHT way to introduce yourself.** Pretend you are meeting another player on the court for the first time, someone who is going to be your opponent in the next round-robin match. Demonstrate, with a participant, the following characteristics that contribute to a good impression:

   * Stand up straight and tall
   * Look at the other person and smile
   * Offer a firm handshake
   * State your name loud and clear
   * Ask a question if you need information or want to talk with them

   Example: *Hi. My name is Josh Brown, and I think we are going to play each other in the next round-robin match. Is that right?*

2. **Review key points.** Review the key points, getting input from participants about what elements contribute to a good impression. If you have a flipchart, write them down. Point out that most of the characteristics have to do with body language rather than the words. You might ask them what their body language conveys when they stand up straight, look the other person in the eye, etc. *(I’m cool, I’m confident, I’m not afraid, I know what I’m doing.)*
3. **Demonstrate the WRONG way to introduce yourself.** Next, demonstrate the WRONG way to introduce yourself, leaving out several steps of the process. In other words, you might mumble, look down, not smile, have a limp handshake or not shake hands at all, slouch, keep your hands in your pockets, or act bored, timid, or rude.

Ask participants if you’re making a good impression. Are you leaving out any of the steps? Get them to tell you what’s wrong and have them correct you. Do this a number of times leaving out different things each time. Repeat this with different volunteers and have fun with it. You might also ask them what the body language conveys to the other person when you leave out steps, when you slouch, look down, mumble, etc. (*you look timid, afraid, weak, not confident, self-conscious, etc.*) After they have corrected all the things wrong, introduce yourself again, with all of the steps in place—the RIGHT way.

**Activity 2: Practice Introducing Yourself (20 minutes)**

1. **Practice introducing themselves at the net.** Let participants know, at the beginning of a game in tennis, players meet at the net, introduce themselves, shake hands, and extend good luck wishes or thanks for the game. Inform participants they will practice introducing themselves to their playing partners. Have the players line up in equal numbers on both sides of the net facing one another (indoors or outdoors). Ask each participant to introduce themselves properly to their “opponent,” who is facing them across the net. Encourage them to shake hands firmly and establish eye contact as they wish them “luck.” Rotate the pairs until all the players have greeted each other.

2. **Have fun with introduction skills and ball control skills.** Next, pair the participants and line up four pairs on each alley facing one another, with one player standing behind the doubles line and the other standing behind the singles line. Before beginning the activity, each player must introduce themselves to their opponent, using the skills practiced at the net. First, the pairs must bounce a ball inside the alley, back and forth, between partners—as long as possible (this can be done with or without a racket depending on the skill of the group). The objective is to keep the ball in play. After a few minutes, have each player move clockwise one position, so they match up with a new partner. They must introduce themselves before they start a rally. End the ball rally practice when each player has introduced himself or herself to and practiced with every other participant.

**Lesson Closing (5 minutes)**

1. **Encourage feedback about the activities.** Ask the participants to share what went wrong and what went right as they practiced their introductions. Make sure to have them describe why the right way is more effective and makes a better impression than the wrong way.

2. **Summarize the benefits of introducing yourself properly.** Finish the lesson by explaining that introducing yourself properly is an important life skill to use at First Serve and in other areas of life. Ask for a few examples of other situations where they can use the skill of formally introducing themselves to others.
1.3 PARTICIPATING WITH THE TEAM

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Racket &amp; balls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setup:</td>
<td>Group discussion, then divided into two groups on court</td>
</tr>
<tr>
<td>Time:</td>
<td>45 minutes</td>
</tr>
</tbody>
</table>

Lesson Opening (5 minutes)

1. Review introducing yourself. Ask a few participants to introduce themselves properly. Next, explain to the group that proper introductions and meeting others is an important skill for a team player. Mention today they are going to focus on another important skill for team players. You want them to try to guess the skill following an activity.

Activity 1: Team Ball Pat Contest (20 minutes)

1. Ball pat activity. Work inside or outside, with one tennis ball, to demonstrate the difference between participating and just watching a simple game.
   - Step 1: Create one small team of 6 or 8 and have the rest of the class watch this team.
   - Step 2: Ask the team to stand in a circle.
   - Step 3: Explain that you want them to keep the ball in motion by “patting” it to another person, as if their hand were a little racket. If the ball hits the ground, play for that round is over. Encourage the team to work together to create a successful strategy that works. Their goal is to beat the existing record for the number of hits or “pats”, which is __X__ (X = whatever you think would be a challenging number for the group you are working with). If the ball touches the ground, they can start over and try again to break the record. Have the team keep trying several times until the others watching start to get bored or disinterested.
   - Step 4: When the kids watching start complaining they are missing the fun, or they want to try the game, stop the play and ask them how they feel. They should verbalize they feel left out or they want to participate.
   - Step 5: Close the activity by forming several teams and having them all try to break the record in a specific time limit: three minutes for example.

2. Introduce the idea of full participation. Explain they will get the most out of their time at First Serve, and have the most fun, if they fully participate in all the activities. Also, remind them team players try all activities and work with their teammates to make them fun.

3. Define the term full participation. Ask participants what participation means and what full participation looks like as they play tennis or engage in other activities. What types of behaviors might people show if they are fully participating? Examples might include:

   - Showing up for each lesson
   - Speaking up
   - Continuing to try, not giving up
Volunteering answers
Asking questions
Helping others
Listening to the instructor
Paying attention
Doing your best
Following instructions
Volunteering to do tasks around the facility
Picking up balls on the court
Getting to know the other kids

4. **Ask them what they gain by participating.** Ask them what they think the benefits might be of participating—of doing the types of things they just listed, showing up, asking questions, etc. What could they get out of it? Some of the answers might include:

- You learn more
- Make faster progress in learning to play tennis
- Have more fun
- Make more friends
- If you’re busy, you won’t be bored
- You get more exercise
- The time goes faster

Transition by indicating they will engage in another activity to demonstrate the value of full participation.

**Activity 2: Team Tennis Game (15 minutes)**

1. **On-court tennis game (Jail, King of the Court, etc).** Separate the class into two groups to demonstrate the difference between participating with the team or just watching on the court.
   - **Step 1:** Divide the class into two groups—“Team Players” and “Watchers”.
   - **Step 2:** Lead the Team Players in a tennis game, while the Watchers stands on the sidelines.
   - **Step 3:** Ask the Watchers to verbalize how they feel when they are just watching on the sideline. Tell them they must actively show and tell everyone—**out loud** how much they want to participate.
   - **Step 4:** Now switch groups and let the second group play, while the first group watches. Remind them they must actively show and tell everyone—**out loud** how much they want to participate.
   - **Step 5:** After a few rotations, review again the benefits of participating with the team rather than just watching from the sidelines.
Lesson Closing (5 minutes)

1. **Review full participation at First Serve.** After the activities, go back to the topic of participation at First Serve. Ask participants how they are currently participating in activities. Get them to volunteer answers, such as:
   - I show up at all the lessons
   - I volunteer to try things first
   - I help carry the rackets and balls out to the court
   - I help pick up balls on the court
   - I bring/do my homework
   - I get to know the other kids

2. **Ask how they can improve their participation.** Then ask them if there is anything more they could do to participate more fully in the activities. If they can name a few more things, ask them if they are willing to commit to those things.
1.4 JOINING THE FIRST SERVE TEAM

**Materials:**
- Playbook & pencils

**Setup:**
- Inside or on court, group discussion

**Time:**
- 40 minutes

**Lesson Opening (20 minutes)**

1. **Introduce the concept of life skills.** Reviewing the previous lessons where participants met new friends and teammates, learned how to introduce themselves properly to make a good impression, and learned how to participate in activities so they have more fun and learn things faster. Explain these are life skills associated with being a team player. Indicate life skills can help you on the tennis court, they can also help you in many other parts of your life—like at home and in school. Explain First Serve is a place they are going to learn both tennis skills and life skills.

2. **Hand out the Playbook.** Pass out the First Serve Playbook (and pencils) and explain that the Playbook has information and activities related to each of the life skills lessons. It shows them what they will learn in the Game Level and helps them remember the skills when they’re off the court. Indicate the Playbook belongs to them, and you would like them to turn to page 1 and fill in their names and the other personal information requested. Assist youngsters who need help in filling out the page.

**Playbook page 1**

MY FIRST SERVE PLAYBOOK

My name is ________________________________.

I Live in __________________________ (City)________________________ (State).

I am in the ______ grade.

I joined NJTL at __________________________ (Playground or tennis facility location)
on __________________________.

(Write in today’s date)
3. **Read the welcome letter.** Have participants look at page 2 of the Playbook, where they will find a welcome letter from Trey Buchholz. The life skills coach can read the letter aloud and explain Trey is Founder and leader of First Serve and has spent his life involved in the world of tennis and that USTA/NJTL was founded in 1969 by Arthur Ashe to help provide tennis and education programs for children. Highlight some of the main points of the letter. (If participants do not understand any of the tennis terms, like forehand, backhand, etc, demonstrate what they mean. You can also refer them to the glossary at the back of their books, pages 28 and 29.)

**Playbook page 2**

**WELCOME!**

Welcome to NJTL! It's great to have you on the team. NJTL is a place you can make many new friends and have lots of fun learning to play the exciting sport of tennis.

NJTL was founded in 1969 by tennis champion and humanitarian Arthur Ashe who wanted to provide a place for children to play tennis but also to learn life skills and to build character. The First Serve Life Skills Curriculum will help you achieve on the tennis court, at home, and in the classroom.

As you learn to play tennis, you'll practice many physical skills like your forehand, backhand, serve, and volley, which all help you win points on the court. You'll also learn the rules of tennis, how to keep score, and how to play in tournaments.

At the same time, you'll be learning life skills that give you power off the court—skills like teamwork, positive thinking, and how to achieve goals you really want in life. Once you've mastered these skills, you'll be on your way to do better in school, be a more valuable member of your community, and, as you get older, find a job or go to college.

I encourage you to participate often and have fun. And remember, NJTL is here to help you develop “real life power, on and off the court.”

Trey Buchholz

Founder of First Serve
4. Review layout of Game Level and the rewards for completion. Explain to participants they are in the Game Level of First Serve, and ask them look at the layout of the Game Level on page 3 of the Playbook. Explain that they are about to complete Unit 1 and will complete the other five units in the upcoming months (or whatever time period is applicable to your program).

Playbook page 3
GAME LEVEL

1. Being a Team Player
2. Being Positive
3. Understanding Rules
4. Practicing Proper Hygiene
5. Talking with Others
6. Appreciating Diversity
5. Tell them when they complete the Game Level, they receive special recognition and then be invited to continue on to the Set and Match levels. Explain recognition will consist of several things, including certificates from the USTA/NJTL White Plains office, and other recognition you plan from your site. You should point out they will receive the recognition only if they can meet the Game Challenge, as described on page 30 of the Playbook. Have them go to that page as you explain each requirement of the Game Challenge.

**Playbook page 30**

**CONGRATULATIONS ON COMPLETING THE GAME CHALLENGE!**

This is to certify that:

____________________________

(write full name above)

has met the following requirements for the First Serve Game Challenge:

- [ ] Participated in all life skills lessons
- [ ] Participated in all tennis lessons
- [ ] Completed all Playbook activities
- [ ] Completed all My Serve activities
- [ ] Passed a written assessment of life skills
- [ ] Passed an instructor led demonstration of life skills

_______________________________________

(signature of teacher or coach)

Date: ___________________
6. Review tennis skills they will learn in the Game Level. The types of tennis skills participants learn will vary among Chapters. Summarize the types of tennis skills the kids can be expected to learn as they move through the Game Level of First Serve. Try to illustrate the skills as you discuss them (forehand, backhand, serve, lob, volleying, rallying, etc.).

Review life skills in the Game Level. Have participants turn to page 4 of the Playbook and look at some of the life skills they will learn in the Game Level. Point out they have already learned the first three skills on the list that are related to being a team player.

**Playbook page 4**

**GAME LEVEL LIFE SKILLS**

- How to be a team player
  - How to introduce yourself
  - How participating makes learning more fun
- How to think and act in positive ways
- Why rules are important in tennis and in life
- How good hygiene helps you stay healthy
- How to talk with other people
  - How to pay attention and listen
  - How to ask good questions
- How diversity strengthens a team

While you practice your tennis!
Activity 1: Playbook Games (15 minutes)

1. Use the Playbook to review introductions. To end this lesson, have participants form smaller groups of 5 or 6 to complete a few games in the Playbook. When they are in their groups, ask them to turn to page 5 of the Playbook, so they can test their knowledge about how to introduce themselves. Ask them to work together to see how much they remember from the earlier lesson and how fast they can fill in the blanks. If they seem to be faltering, help them out a bit. (Answers are provided here in italics but do not appear in the Playbook.)

Playbook page 5
INTRODUCING YOURSELF

How can you make a good impression when meeting someone new?
Work together to fill in the blanks.

☐ S _______ U ___ S _______ and T _______ (stand up straight and tall)

☐ L _______ at the other person and S_________ (look at the other person and smile)

☐ Offer a F_______ H_____________ (firm handshake)

☐ State your name L_________ and C_________ (loud and clear)

☐ A ______ a Q___________ if you need anything or want to talk with them
    (ask a question)

2. Use the Playbook to review participation. Then have them do the same thing for participation on pages 6 and 7 of the Playbook. Ask them to see how much they remember about what it means to participate in First Serve (on page 6). They should fill in the first five blanks, and then try to think up a few more ways they could participate. When they are ready, have them complete the benefits section on page 7. If they are having trouble filling in the blanks, help them out a little. (Answers are provided here in italics, but do not appear in the Playbook.)
Playbook page 6
HOW CAN I PARTICIPATE AT FIRST SERVE?

Work together to fill in as many blanks as possible.
SH _______ U ____ for lessons  (show up)
L________________ to the instructor  (listen)
H __________ others  (help)
A_______ questions  (ask)
F_____________ instructions  (follow)

________________________________________
________________________________________
________________________________________

Playbook page 7
HOW CAN I BENEFIT FROM PARTICIPATING?

Work together to fill in as many blanks as possible:

I can have more F__________.  (fun)
I can make more F__________.  (friends)
I can L_________ faster.  (learn)

________________________________________
________________________________________
________________________________________

Lesson Closing (5 minutes)

1. **Welcome participants to the First Serve team.** Close the lesson and the unit by congratulating them for becoming part of the First Serve team. Hand out NJTL T-shirts (if you have not done so already) and let them know you expect them to be team players by using the skills they learned in this unit.
UNIT 1: MY SERVE

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Playbook, or copy of Playbook page 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setup:</td>
<td>Inside or on court, group discussion</td>
</tr>
<tr>
<td>Time:</td>
<td>15 minutes to introduce activity, 15 minute follow-up discussion</td>
</tr>
</tbody>
</table>

Opening Discussion (15 minutes)

1. **Explain My Serve.** Indicate, at the end of each life skills unit, participants will get a chance to use a specific life skill they learned at First Serve. They will practice this life skill at school, home, or in the community. They will record their experience in the Playbook. To conclude the activity they will share and discuss the experience with the rest of the First Serve team.

2. **Describe the initial My Serve activity.** Say something similar to the following: *For this first My Serve activity, you will introduce yourself to someone at school or in the community and talk to them about First Serve. After you introduce yourself, you can explain you learned this skill at First Serve and tell them a little about the types of things you do here. Make sure to record your experience on Page 8 of the playbook.*

3. **Review Playbook page 8 with the group.** Ask for some suggestions for the types of people they can approach for this activity. Make sure they are at safe places, like school, or a community center. Spend a few minutes role-playing how they can introduce themselves to someone.

4. **Identify a leader or helper.** Inform the group they have several days to complete the activity and they will review their results as a team when they are done. Recruit a volunteer leader to help lead the discussion of this activity in a few days. Make sure the leader commits to completing the activity and helping with the discussion before you dismiss the group. (If the participants do not take their Playbooks home, provide a copy of page 8 on a single slip of paper for them to use as a reference tool. The USTA/NJTL White Plains office has PDF versions of the My Serve Playbook pages if you need them.)
**Playbook page 8**

**MY SERVE**

Introduce yourself to an adult at school or in the community.  
(For example: teacher, principal, minister, park director, coach)

Remember:

- **Stand up straight and tall**
- **Look at the other person and smile**
- **Offer a firm handshake**
- **State your name loud and clear**
- **Ask a question if you need information**

Talk to this person about what you are learning at First Serve.

Take notes on what happened:

Person’s Name: _____________________________

Person’s Title: _____________________________

What was his/her reaction: ___________________

_____________________________

_____________________________

_____________________________

**Closing Discussion** (15 minutes a day or two later)

Gather the participants in a group and ask them to turn to page 8 in their Playbooks. Quickly review what they had to do in the My Serve activity. Then ask the volunteer leader identified earlier to share the results of his or her experience with the team. Make sure the volunteer leader shares information about whom he or she met and how well the introduction went. Probe a little to help them elaborate on the experience and maybe even demonstrate what went right and what did not. Have kids from the group offer suggestions for improvement if appropriate. Make sure all participants have an opportunity to share and discuss their experiences with the team.

Congratulate participants for their efforts in the activity. Encourage them to continue practicing which will improve their comfort and confidence when meeting new people.
Unit 2: Being Positive

INTRODUCTION

First Serve wants all participants to enjoy tennis. The major theme of Unit 2 is, although participating in something new can be challenging, it can still be fun if you maintain a positive attitude. This unit also addresses how learning to manage emotions helps people play better tennis and become a better team player—reinforcing the concepts introduced in Unit 1.

Participants experience the benefits of engaging in positive self-talk and maintaining positive body language, rather than getting upset when their game is not going well. Positive thinking is also an important part of teamwork, as players encourage each other with positive comments about their teammates’ play.

In addition, performing something well requires time, effort, and practice. Therefore, the unit also focuses on the importance of practice—how continued participation, practice, and perseverance lead to progress. These skills are part of the mental game of tennis and life itself.

Learning Objectives

After completing this unit, participants should be able to:

- Explain how a positive outlook helps them perform better
- Describe how being positive makes tennis more fun
- Demonstrate how to develop a positive attitude with positive self-talk and positive body language
- Apply positive self-talk and action in tennis and social situations
- Understand how proper practice leads to improvement and a positive outlook
UNIT 2 FOUNDATION LESSONS

2.1 BEING POSITIVE HELPS YOU HAVE FUN

| Materials: | Pencils and index cards |
| Setup:     | Inside or on court, group activity |
| Time:      | 45 minutes |

Lesson Opening (10 minutes)

1. **What is fun at First Serve?** Ask participants what they think is fun about being at First Serve. What do they enjoy the most? Sample answers include:

   *I like being with my friends.*
   *I like playing games.*
   *I like being outside on the court.*
   *I like getting better at tennis.*
   *I like getting my homework done.*

   Indicate their responses suggest **participating** in some activity or interacting with friends makes things fun. Also indicate they practiced being part of the team by participating in all activities in Unit 1.

2. **Coach’s personal story about being positive and having fun.** Indicate participating is a first step, but when learning knew skills, like tennis, it is also important to have a positive attitude.

   Tell a personal story about a time you learned something that was fun—a skill you succeeded in accomplishing that was important to you—learning how to serve well, mastering your backhand, or learning how to volley at the net. Mention although you participated and practiced, it was not always easy. You sometimes ran into difficulties, got frustrated with how hard it was, and were tempted to become negative—both about yourself and about the game of tennis. However, when you did, playing tennis was not as much fun anymore. The more you got down on yourself, the less fun it was, and the less progress you made.

   Since a negative attitude was not working very well, you tried focusing on keeping a more positive outlook. Instead of saying negative things, you told yourself, “I can and will do this, I am making progress every day. All I have to do is show up and keep practicing. I can learn from every mistake, I can do this, I will stay loose,” etc. When you did this, you enjoyed playing and practicing more and things eventually got better—until you ultimately mastered that serve (or backhand, or volley, etc.)
Activity 1: Fun Things Charades (30 minutes)

1. **Identify fun activities.** Hand out index cards and ask participants to write down a fun activity they do at First Serve, school, or at home. Check to make sure they identify different activities. For example, activities like playing a musical instrument, hiking, riding a bike, reading, playing a video game, or drawing pictures. Next, give them a few minutes to think about how they can act out this activity without talking about it. Describe how to play the game of “Charades.” The coach should start by demonstrating how to perform Charades using an activity of his or her own.

2. **Play fun things Charades.** Have each participant act out a fun activity until the rest of the team guesses correctly. They cannot talk, but they can use props or include other kids to illustrate the activity.

3. **Identify how to stay positive.** After the observers correctly identify the activity, ask the entire group to provide a few examples of how to keep a positive attitude when doing the activity they just identified. Prompt them to be specific about what they can say to themselves or how they can act—actions. Keep doing step 2 and 3 until all participants have had a chance to act out their fun activity.

4. **Make a list of positives.** As the participants play Charades, the instructor or other adult leader should make a list of the positive statements and actions used to keep a positive attitude.

Lesson Closing (5 minutes)

1. **Review the list of positives.** Review the list of positives with the entire team—both verbal statements and actions. Ask the question; “Does having a positive attitude and having fun go together?” They should respond affirmatively. Then ask; “What can happen if we are negative?” They should indicate it will be less fun or they would not want to participate anymore.

2. **Link being positive, having fun, and learning new skills.** Close the lesson by indicating a positive attitude helps us have fun while we are participating and learning new things—like tennis at First Serve or a new topic in social studies. Being positive also helps us focus our energy and effort on learning new things, as we get better and better over time.
2.2 POSITIVE SELF-TALK AND ACTION

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Pencils, index cards, (stickers &amp; crayons optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setup:</td>
<td>Inside or on court, group discussion and role-play</td>
</tr>
<tr>
<td>Time:</td>
<td>45-50 minutes</td>
</tr>
</tbody>
</table>

**Lesson Opening (10 minutes)**

1. **Defining positive self-talk:** Start by reviewing the last lesson: When participating in an activity and learning something new—in tennis or at school (and for the rest of your life)—it is easier and more fun if you can keep a positive attitude. Negative attitudes wear us down and tend to drain our energy. Part of staying positive is using positive words and phrases when we talk to ourselves—which we do all the time.

   ➢ **Negative examples:** Ask participants for a few negative things we might say to ourselves when we miss a shot, lose a game, or do badly on a test. *(What an idiot! You jerk! I stink. I hate this game.)* What would our body language be like if we are frustrated and negative? *(frowning or angry face, slumped shoulders, hanging head, getting tense)* Sometimes when we focus on the negative, we feel our energy drain away.

   ➢ **Positive examples:** Ask participants for some examples of positive things we say to ourselves when we do something well—like hit a winning serve, hit a home run, or do well on a test. *(Way to go! I did it! Cool! Great!)* We might also jump up and down, pump our fist, smile or laugh…and stand a little bit taller. In addition, we tend to feel pumped-up with energy.

2. **Changing a negative to positive.** State it is best to start with a positive attitude, but sometimes we need to change a negative attitude to a positive one as we learn a new skill. Use one of the situations in the negative examples and have participants think of positive words they could say and positive body language they could demonstrate.

   For instance, after missing a tennis shot:

   ➢ We can tell ourselves *(I can do this. I can improve next time. I'm already focused on the next shot. I will do better.)*

   ➢ We can make body language positive by continuing to smile, keeping head up, keeping shoulders back, and being ready to play. Mention that many tennis pros also mentally replay a bad shot the way it should have been done—and make their body go through the motions of the shot played correctly.

   ➢ If they say something positive, but in a negative way, help them to restate it positively. For example, change *(I won't keep dropping my racket head when I swing.)* (negatively stated) to *(I will remember to keep my racket head up when I swing.)* (positively stated).
Activity 1: Changing Negatives to Positives (15 minutes)

Acting out behaviors, negative to positive. Have fun with this. Have a few participants act out negative behaviors in given situations, have others turn these into positives, and then discuss the effects of positive versus negative self-talk on their enjoyment and performance.

1. Role-play the negatives. Ask volunteers to act out and exaggerate some of the negative behaviors. Give them different frustrating situations they must react to, as if they just missed a serve and lost a game because of it, or they just heard an annoying comment from an opponent.

2. Change negatives to positives. After they have acted out some negative behaviors, with negative self-talk and actions, ask their teammates to change some of the negatives to positives—in both self-talk and action.

3. Express the value of positives. End this activity by discussing the value of positive self-talk and action. Ask them to provide examples of how it makes them feel (they should indicate better). For example:

   - It makes me feel more optimistic.
   - Feels like I have more energy.
   - It’s more encouraging.
   - Seems more fun.
   - Helps me lighten up.
   - Focuses energy on getting better rather than on failure.

Activity 2: Positive Self-Talk Business Cards (20 minutes)

1. Label index cards. Distribute small index cards or blank business cards to all participants. Have participants write their name on the top part of the card. Encourage them to print neatly.

2. Create positive nicknames. Next, have each individual stand up in front of the team and suggest a positive nickname they would like to use. To make it more fun, have the rest of the team make suggestions and then agree on a final nickname for each participant as a team. Remember it must be positive—for example:

   - Ms. “Make it happen”
   - Mr. “100%”
   - Ms. “I can do it”
   - Mr. “Try my best”

   Have participants write their nickname in the center of the card.

3. Decorate the cards (optional step). Spend a few minutes decorating the business cards with stickers, crayons, etc (whatever you have available). Make sure the participants personalize their business cards.

4. Record the positive self-talk business card in the Playbook. Make sure the participants record their positive nicknames or “Motto” in their Playbooks so they can share it with others.
or periodically review it on their own. (You may need to explain that a motto is like a personal saying.) Two cards are presented in the Playbook if participants desire to make more than one.

**Playbook page 9**

**MY POSITIVE SELF-TALK BUSINESS CARDS**

```
Name

My Positive Self-Talk Motto

Name

My Positive Self-Talk Motto
```

**Lesson Closing (5 minutes)**

1. **Post the business cards.** As a group, post the cards in a conspicuous place so people can see them when they come to First Serve. Indicate these cards will serve as reminders of their positive outlook and attitude.

2. **Summarize the benefits of positive self-talk and action.** Before ending the lesson, ask the participants to review some of the benefits of being positive. They should emphasize the following themes:

   *It makes learning more fun.*
   *It makes you a better team player.*
   *Activities are more interesting.*
   *You can learn faster and easier.*
2.3 POSITIVE COMMENTS FROM OTHERS

Materials: Rackets & balls, index cards with short statements
Setup: On court, rally format
Time: 45 minutes

Lesson Opening (10 minutes)

1. Refer to the previous lesson. Inform participants they will be working as a team to understand the different effects of positive talk and action and negative talk and action. Ask for a few examples of positive self-talk they practiced in the previous lesson. For each example given, ask the group to change the positive statement from self-talk to a positive comment directed to someone else. For example:

“I know I can do it” becomes “You can do it”

Indicate, in the next activity, they will experience what it feels like to hear positive and negative comments from others on the team.

Activity 1: Positive Comments from Others (30 minutes)

1. Create two sets of index cards. Create one set of index cards with brief positive statements about others written on them. Create a second set with brief negative statements on them.

2. Run a positive cheer game.

- Identify two participants to act as “tennis champions.” Indicate the champions’ job is to keep a rally going across the net as long as possible during the activity (or between two cones—depending on the ability level)
- Have the other participants line up on both sides of the “tennis champions” (close to the players, but not too close to interfere)
- Give each participant on the sidelines an index card with a positive comment written on it
- Instruct each participant that when you point to them they must step forward and shout what it says on the card
- Get a rally going
- Call on participants, by pointing at them, to shout their comments during the rally. Keep calling on participants for a few minutes during the rally
- After a few minutes, stop the rally and rotate in a new set of champions. Continue the game. Rotate in two or three sets of champions.

3. Run a negative cheer game. Collect the positive cards and hand out the negative cards. Run the same cheer game using negative comments. Make sure to rotate in two or three sets of champions.

4. Run a mixed cheer game. Collect the cards and mix the positive and negative cards. Run the same cheer game using this mixed set of comments. Make sure to rotate in two or three sets of champions.
5. **Ask what it felt like.** Stop play and ask all participants to talk about how it felt to give and receive positive versus negative comments. Also, ask them if they played any differently—better or worse—when they got the different types of comments, and which was more fun and why. Make sure most of the participants express their feelings to the rest of the team.

Those who heard negative comments from teammates might say:

- I felt made fun of, teased
- It certainly wasn’t fun
- Made me more nervous
- I couldn’t play as well
- They made me angry
- Made me believe I wouldn’t get better

Participants who heard mostly positive comments from teammates might say:

- It was encouraging
- Made the game more fun
- Felt they were helping me play better
- They wanted me to make progress
- Felt they were on my side, they were my friends
- I think I played better
- I had a better time
- Made me feel part of a team that was pulling for me

**Lesson Closing (5 minutes)**

1. **Summarize the benefits of positive comments.** Ask participants if they feel better hearing positive rather than negative comments from their teammates. (They should agree overwhelmingly.) Indicate making positive comments about others, at First Serve, is one important way to be a good team player.

   Then ask if talking to THEMSELVES positively (or negatively) has a similar effect? Suggest they can help themselves by saying positive, encouraging things so they have more fun while learning how to play tennis or develop other important skills.

2. **Have participants label positive self-talk and positive comments about others.** Close by asking them to state what they are doing when they say positive things to themselves—POSITIVE SELF-TALK. Make sure the participants recite POSITIVE SELF-TALK aloud several times. Then indicate positive self-talk and positive comments about others will help them succeed and have more fun when they are learning new skills—At First Serve, at school, at home, or at a new job.
2.4 PRACTICE TO IMPROVE

| Materials: | Rackets, balls, target or bucket, Playbook |
| Setup:     | Inside or on court, group discussion and activity |
| Time:      | 45 minutes |

Lesson Opening (5 minutes)

1. **Why is practice important?** Introduce the idea it often takes a long time, and a great deal of effort, to be good at something. For example, in tennis, regular practice and trying different strokes repeatedly helps you improve over time. Draw out the idea that practice helps you learn and improve your skills, so you become more confident and positive when you perform a serve or solve a math problem in school.

   Ask the participants what happens when they practice something and expand on some of the following ideas. For example, “If you practice your math by doing your homework regularly, you are?”

   More confident  
   More positive  
   Do better on tests  
   Learn more  
   More comfortable answering questions in class  
   Do problems calmly without getting upset  
   Continue doing problems despite difficulties  
   Don’t give up when something goes wrong  
   Keep trying, again and again

2. **Why is “positive practice” important?** Now ask participants why it is important to be positive during their tennis practice. Expand on their answers if necessary with the following ideas. For example, “Positive practice helps you?”

   Have more fun  
   Keep trying your tennis strokes, over and over, until you learn them  
   Continue to play without getting upset, even if you make mistakes  
   Don’t get angry on the court when you make a mistake or lose a point  
   Make progress from one week to the next  
   Learn more because you feel good about yourself  
   Make a good impression on teachers and coaches

Close the introduction by pointing out the critical connection among practice, skill improvement, and having fun. Explain practicing again and again is how you get better; even tennis pros practice “over and over and over” throughout their careers to stay on top and enjoy themselves.
Activity 1: Positive Practice (30 minutes)

1. **Identify a simple tennis skill game.** Choose a tennis skill all participants can attempt and learn in a short period. Try to pick a skill they have not mastered. Demonstrate the skill. Tell them in order to be successful in the game, participants will need to perform the skill continuously to maximize performance. Examples:
   - Bouncing a ball on the racket as many times as possible (ups)
   - Bouncing a ball, with a racket, on the ground as many times as possible (downs)
   - Throwing balls into a garbage can or bucket as many times as possible from 10 feet
   - Hitting a ball to a target area from a short distance as many times as possible

2. **Divide participants into several small teams.** Divide the participants into teams of three to five making sure the teams have an equal number of players.

3. **Have each team perform the skill without practice.** Demonstrate the skill again. Then ask each team to perform the skill without any practice while the others watch. For example, if you are throwing balls into a bucket, have each member of a team perform the skill until they miss. Count and record the total number of successful attempts for the entire team. Have all teams perform the skill and record the results.

4. **Provide time for positive practice.** Instruct teams to practice the specific skill for about 10 minutes. Encourage them to be positive, help each other, and to develop techniques and strategies to improve their performance.

5. **Perform the skill after practice.** Have each team perform the skill again as the other teams watch. Make sure each member of a team has an opportunity. Team success/numbers should improve. The other teams should cheer while they are watching.

6. **Identify how each team improved.** After all the teams perform, ask them to describe how much they improved. If a team did not improve, suggest it often takes more time to develop a skill than they just had—and practice will help them improve in the future. Also, ask them to describe how they felt about performing after they had a chance to practice.

Conduct another skill improvement game if time allows. If time allows, have the participants select another skill and play the skill game again (steps 3 through 6).

Lesson Closing (10 minutes)

1. **Review.** Remind them over the last several weeks they have been learning how to be a team player. Indicate they learned three words beginning with “P” that describe a good team player, and one who gets the most out of playing the game—including having more fun.

   Suggest PRACTICE is one of the three words. Ask about the other two. If answers are not forthcoming, help them out with some hints. For example, Is a negative person a good team player? No…you have to be…POSITIVE. Are people who show up to half the classes good team players? If they show up, but never raise their hand, talk, help others, or do the drills, would you want them on your team? If they try all the activities, what is that called…PARTICIPATION. Therefore, if I am a good team player and I want to get the most fun out of learning the game:
➢ I Participate—by showing up, getting to know other people’s names, asking questions, helping teammates, etc.

➢ I’m Positive—by using positive self-talk and making positive comments to my teammates.

➢ I Practice to improve—I prepare and spend time improving skills, and do not upset or negative when little things go wrong

2. **Playbook.** Refer them to page 10 in the Playbook, which highlights the three ways to be a valuable team player, have more fun, and make the fastest progress in learning the game of tennis. Close by asking a few participants for examples of how they can use the **three P’s** at school.

**Playbook page 10**
**BEING A VALUABLE TEAM PLAYER: THE THREE P’s**

Learning can be fun, in tennis or at school.
To have more fun, be a great team player,
and make progress, remember the three P’s:

**PARTICIPATE:**
Show up, ask questions, and help teammates

Be **POSITIVE:**
Positive thoughts, talk, and actions

**Practice to Improve:**
Stay focused, keep trying, it takes time and effort to learn
UNIT 2: MY SERVE

Materials: Playbook, or copy of Playbook page 11
Setup: Inside or on court, group discussion
Time: 20 minutes to introduce activity, 15 minute follow-up discussion

Opening Discussion (20 minutes)

1. Review My Serve. Reiterate My Serve will give them a chance to use a specific life skill they learned at First Serve. They will practice this life skill at school, home, or in the community. They will record their experience in the Playbook. To conclude the activity they will share and discuss the experience with the rest of the First Serve team.

2. Explain the My Serve activity—awareness of positive talk and action at school. This activity asks participants to monitor positive talk at school for one morning—preferably the day following the My Serve activity introduction.

   ➢ Review positive talk. Take a few minutes to review some of the benefits of using positive self-talk and positive comments to others. (you feel better and make others feel better, you tend to make more progress in learning, you have more fun, it’s encouraging to be cheered on, even by yourself, you have more energy with positive talk, and you’re a better team player and friend). Also, discuss how it is desirable to act in a positive manner without talking. Provide some examples of positive actions at school.

   ➢ Hand out rubber bands or NJTL bracelets. Use rubber bands or tennis bracelets, so participants can shift from one wrist to the other when monitoring positive talk. Give several to each person and ask them to put them on their non-dominant wrist—the one they use to toss the ball when they serve.

   ➢ Explain the activity. Explain they are going to monitor positive talk to themselves and to others during lunchtime at school. Whenever they hear themselves saying something positive to another student, or to themselves, they should take a band from their non-dominant wrist and move it to the other wrist. The more bands they move, the more successful they are at being a valuable team player. Having all of the bands on your racket hand is a good thing! Verbalize some examples with the group and show them how to move the bands. Have them go through the motions of saying something positive, or negative, and then moving the bands.

3. Review Playbook page 11. Ask the group to turn to page 11 in the Playbook. Quickly review the contents of the page and tell them they will use it to record some examples of positive talk and action during their lunchtime experience. They may have to do this after school or at home. Suggest they look at the bands on their racket hand to remind them of the positive things they said or did.

4. Identify a leader or helper. Inform the group they have several days to complete the activity and they will review their results as a team when they are done. Recruit a volunteer leader to help lead the discussion of this activity in a few days. Make sure the leader commits to completing the activity and helping with the discussion before you dismiss the group. (If the participants do not take their Playbooks home, provide a copy of page 11 for
them to use as a reference tool. The USTA/NJTL White Plains office has PDF versions of the My Serve Playbook pages if you need them.)

Playbook page 11
MY SERVE

Positive Talk and Action at School:
Date: __________________________

I can have fun and learn more if I think, talk, and act in a positive way.

Positive self-talk, examples:
____________________________________
____________________________________
____________________________________

Positive comments to others, examples:
____________________________________
____________________________________
____________________________________

Positive actions toward myself or others, examples:
____________________________________
____________________________________

Closing Discussion (15 minutes a day or two later)

Gather the participants in a group and ask them to turn to page 11 in their Playbooks. Quickly review what they had to do in the My Serve activity. You may need to spend some time having them complete this page before the discussion.

Ask the volunteer leader to share the results of his or her experience with the team. Make sure the volunteer leader’s Playbook is complete, including the date and specific examples of positive talk and action. Probe a little to help the volunteer leader elaborate on the experience and maybe even demonstrate what went right and what did not. Have kids from the group offer suggestions for improvement (if appropriate). Make sure all participants have an opportunity to share and discuss their experiences with the team.

Congratulate participants for their efforts in the activity. Encourage them to continue practicing positive talk and action, which makes them a more valuable team player.
Unit 3: Understanding Rules

INTRODUCTION

One of the most important goals of First Serve is for participants to have fun playing tennis. However, in tennis and most other areas of life, rules provide the structure for participation, fair play, and enjoyable competition. In Unit 3, participants learn how following the rules in tennis increases everyone’s enjoyment of the game.

Participants discuss how all games and sports have rules, but rules and etiquette in tennis may differ from sports like basketball, football, or hockey. Tennis players are expected to show they care about other players, to observe specific etiquette on the court, and, in most cases, to abide by the rules of the game without outside assistance from referees or rules officials.

Learning Objectives

After completing this unit, participants should be able to:

- Explain the importance of rules in tennis
- Illustrate examples of tennis etiquette
- Point out how tennis rules and etiquette are different from some other sports
- Employ behaviors that show they care about themselves and others
- Develop and commit to a Code of Conduct
UNIT 3 FOUNDATION LESSONS

3.1 WHY ARE RULES IMPORTANT IN TENNIS?

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Tennis balls and rackets, Playbooks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setup:</td>
<td>Inside or on court, group discussion</td>
</tr>
<tr>
<td>Time:</td>
<td>45 minutes</td>
</tr>
</tbody>
</table>

Lesson Opening (3 minutes)

1. Do we need rules in sports? Involve participants in a discussion of rules in sports and tennis in particular. Start by asking participants what sports they have played, either formally in school or informally in the neighborhood. Ask them if they could play basketball, baseball, tennis, etc. if there were no rules. What would happen if there were no rules? Possible answers include:

   * People would not know what to do
   * You would not know when you won
   * You would not know how many people to put on a team
   * Anyone could act anyway they liked
   * It would be stupid, would not make any sense

Summarize their responses by restating sports need rules so the players know what to do and how to behave on the playing field or court. Rules provide a structure within which everyone knows their role and therefore can enjoy the game. Rules make it fair for all players.

Activity 1: The Secret Rule (20 minutes)

1. The activity. This activity is called “Run Up the Number.” The objective of this game is to see which team can make the longest rally with the coach. Create teams of three to six participants and have each team make up a name. Have one team line up at the service line. The coach feeds the ball to the first member of the team who returns it to the coach, then runs to the back of the line. The second player steps up immediately to keep the rally going—and so on. Keep going as long as the ball is in play. The coach counts the number of returns made by the team before hitting the net or missing the court.

2. The twist. As each team lines up, the coach gives them a secret rule to follow. The rule must be simple and easily detectable. Make sure the observing teams do not know the rule. Some examples of a secret rule:

   - Spinning before approaching to hit the ball
   - Hopping to hit the ball
   - Hitting only backhands
   - Catching the ball with your hands and tossing it back
   - Skipping to the ball
Shuffling sideways to the ball

The observers have to guess the secret rule while a team is trying to “Run Up the Number.” After the observers guess the rule correctly, pick another team and give them a different rule. Have all teams play the game with a different secret rule.

3. **How did the secret rule change the game?** After all teams have played, identify the highest team score. Congratulate this team, by name, and give them a social reward. Then ask all participants if the game was fair. The discussion should center on the idea that for some teams the secret rule made it harder than for others. In addition, if people are playing by different rules it is hard to play a fair game and have fun. Therefore, we want to make sure we follow the rules in tennis and in other settings, like school or work.

**Activity 2: Learning Basic Tennis Rules** (20 minutes)

1. **How rules differ in sports.** Ask participants to describe their experiences about how rules and behavior differ from sport to sport. Perhaps contrast football or another contact sport with tennis. Bring out some of the obvious differences, such as:

   **In some contact sports:**
   - People yell at each other
   - Engage in trash-talk
   - Get in each other’s faces
   - Smash into each other on purpose
   - Opponents push and shove

   **In tennis:**
   - None of the above
   - More a game of good sportsmanship
   - Abusive language and yelling are not considered good behavior
   - There are penalties for loud and disruptive behavior
   - There are penalties for smashing a racket into the court in anger
   - Players are expected to respect each other and to practice good tennis etiquette
   - Players are expected to know the rules and enact them on their own

   Indicate they will be doing a few Playbook activities to make sure that everyone has the same understanding of the basic rules and terms used in tennis.

2. **Playbook tennis court activity.** First, ask all participants to turn to page 12 in the Playbook and look at the sketch of a tennis court. Point out lines and areas on the court all have names.

   Ask them to name as many parts of the court as they can in 2 minutes and write their answers in the spaces corresponding to the numbered part of the court. First, they must work alone to complete the task. After 2 minutes, ask if everyone completed the list. If not, have them work in small groups to complete the task. (Answers are provided below in italics but do not appear in the Playbook.)

   When they are finished, ask the group as a whole to compare individual versus group success.
in tackling the task. Remind them it often helps to be a valuable team player when learning new things. Then go over the parts of the court, as a team, and have participants fill in any that are missing.

Playbook page 12
THE TENNIS COURT

Look at the plan of a tennis court shown below and name as many parts as you can. Write your answers in the spaces corresponding to the numbers on the court.

1) N____________ (net)
2) B_________________________ (baseline)
3) S_____________ L____________ (service line)
4) C____________ S_____________ L________ (center service line)
5) A_________________________ (alley)
6) S_____________ S_____________ (singles sideline)
7) D____________ S__________________ (doubles sideline)
8) S_____________ B_____________ (service box)
3. **Tennis terms activity.** First, ask all participants to turn to page 13 in the Playbook to look at the list of tennis terms. Explain they have 2 minutes (or whatever you decide) to define as many terms as they can working by themselves. When time is up, ask how many words they were able to define and ask for at least one definition—like for Ace. Most participants will not finish.

Then indicate you are going to form teams because it may be easier, and more fun, to complete this task as a team. Replay the exercise, asking participants how fast they can complete the whole list. Stop when one group has the list complete. Ask the winning team to read out their definitions and clarify if necessary. If any word was not completed, refer everyone to the glossary on pages 28 and 29 of the Playbook.

**Playbook page 13**

**WHAT DO THESE TENNIS TERMS MEAN?**

Use a few words to describe each tennis term:

- Ace _____________________________________________
- Doubles ___________________________________________
- Let ________________________________________________
- Rally ______________________________________________
- Return _____________________________________________
- Forehand __________________________________________
- Volley _____________________________________________
- Serve _____________________________________________
- Lob ______________________________________________
- Love ______________________________________________

**Lesson Closing** *(2 minutes)*

1. **Do we need rules in school and elsewhere?** Indicate learning and following the same set of rules is important at First Serve. Also, suggest learning rules as a team can be faster and more fun. If there is time, briefly discuss how rules help in other areas of life. What would happen if there were no rules at school? What would happen if there were no rules about driving cars and buses (keeping to the right side of the road, stopping at red lights, etc.)?
3.2 TENNIS ETIQUETTE SHOWS YOU CARE

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Flipchart &amp; markers, tennis related props</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setup:</td>
<td>Inside or on court, group discussion and activity</td>
</tr>
<tr>
<td>Time:</td>
<td>45 minutes</td>
</tr>
</tbody>
</table>

Lesson Opening (5 minutes)

1. **Discuss what etiquette means.** Ask participants if they know what etiquette means. From their comments, bring out these ideas:

   - How to behave in different situations
   - How to act
   - How to treat other people and equipment
   - Rules of conduct, code of conduct
   - Being polite to others
   - Showing respect to others

2. **Explain etiquette shows you care.** Explain tennis etiquette on the court shows you care about the other players, instructors, and officials. It also means you care about the facilities and the environment around you. Also, indicate people often use the word RESPECT to mean they care about someone else and treat them in a positive manner. You might want to define respect in a simple manner, such as, "A nice way to treat other people and things." Follow this definition with a review of some examples of tennis etiquette that demonstrate you care about and respect others. Use examples they have already practiced, such as:

   - Introducing yourself to other players at the net
   - Participating and trying your best
   - Making positive statements to others during play
   - Being a good team player—working with others
   - Knowing and following the rules
   - Not doing anything to injure the other person
   - Making sure the court is clean after a match

**Activity 1: Showing Positive or Negative Etiquette** (25 minutes)

1. **Create teams.** Divide participants into three teams. Indicate they will be working together, as a team to act-out positive (good) and negative (poor) etiquette in different situations.

2. **Describe the activity.** Assign one of the following situations to each team (you can write the situations on cards and give them to the teams):

   - **Situation 1:** A new kid has joined the First Serve team. He is practicing hitting the ball over the net by himself. He frequently misses the ball and when he does connect, the ball goes almost anywhere except over the net. First Serve kids are watching from the side of the court. What will they do?
Situation 2: A teenager is eating lunch on the tennis court. When she is finished she throws her garbage all over the ground—wrappers, bag, plastic bottles, left over food etc. First Serve kids are watching from the side of the court. What will they do?

Situation 3: The tennis coach is trying to help a group of First Serve kids work on their speed during play. He is having them do a few speed and agility drills on court. You represent the group going through the drill with the coach.

Indicate the First Serve Life Skills Coach will act as the kid or the coach in each situation. The team must respond to the situation in two ways—one that shows poor etiquette, then one that shows good etiquette.

3. Role-play the three different situations. Give the teams about 5 minutes to create a negative and a positive response to their specific situations. Act out each situation twice with each team—first to demonstrate the negative response, then the positive one. Have fun and make sure the teams really exaggerate their demonstrations, so others can identify the negative or behaviors and actions.

Lesson Closing (15 minutes)

1. Link negative and positive responses to respect/disrespect. Ask participants to provide examples of what they saw in each situation. Ask for specific descriptions of statements and actions that were negative and positive. On a flipchart or whiteboard, write a list of negative responses under disrespect and positive responses under respect. The participants should have many examples; below are just a few.

Situation 1: New Kid

<table>
<thead>
<tr>
<th>Disrespect</th>
<th>Respect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pointing and laughing</td>
<td>Offering to play with him</td>
</tr>
<tr>
<td>Making fun of him</td>
<td>Showing him how to make a shot</td>
</tr>
<tr>
<td>Making negative comments</td>
<td>Introducing yourself</td>
</tr>
<tr>
<td>Teasing him</td>
<td>Making encouraging comments</td>
</tr>
</tbody>
</table>

Situation 2: Teenager Eating Lunch

<table>
<thead>
<tr>
<th>Disrespect</th>
<th>Respect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laughing at the person</td>
<td>Introduce yourself and friends</td>
</tr>
<tr>
<td>Leaving the garbage on the court</td>
<td>Ask if you can help clean up</td>
</tr>
<tr>
<td>Throwing your own trash down</td>
<td>Pick up the trash after she leaves</td>
</tr>
<tr>
<td>Kicking the trash around</td>
<td>Talk about First Serve and respect</td>
</tr>
</tbody>
</table>
Situation 3: Coach Working with Kids

<table>
<thead>
<tr>
<th>Disrespect</th>
<th>Respect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not listening to the coach</td>
<td>Listening quietly</td>
</tr>
<tr>
<td>Complaining before starting</td>
<td>Asking questions if required</td>
</tr>
<tr>
<td>Acting silly</td>
<td>Participating–giving it a try</td>
</tr>
<tr>
<td>Pushing and teasing teammates</td>
<td>Making positive comments</td>
</tr>
</tbody>
</table>

2. **Summarize.** Ask the group: “What type of behavior do we want to see at First Serve?” “At school, or at home?” Connect their responses to the fact that showing respect, and caring about others, and their environment is good etiquette. Moreover, this type of behavior will help them succeed in many areas of life.
3.3 PLAYER BEHAVIOR ON THE COURT

<table>
<thead>
<tr>
<th>Materials:</th>
<th>USTA rules book, <em>Friend at Court</em>, a few rackets &amp; balls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setup:</td>
<td>On court, group discussion and demonstration</td>
</tr>
<tr>
<td>Time:</td>
<td>45 minutes</td>
</tr>
</tbody>
</table>

Lesson Opening (10 minutes)

1. **Review.** Review the key points of the previous lessons about the need for rules in sports. Discuss how etiquette in tennis shows respect for the game and for other players. Point out all tennis players—even the very successful professionals in the top ten—are expected to respect fellow players and officials while playing in a match. If they do not, they can actually be penalized or thrown out of a tournament.

2. **USTA rules book.** You might show them the page in the USTA *Friend at Court* rule book where it describes the penalties for bad conduct (page 112, Table 3, 2004 edition). Use any tennis rule book or resource that you feel is appropriate.

Activity 1: Good and Bad Behavior on the Court (30 minutes)

1. **Demonstrate examples of poor responses during play.** Demonstrate or ask participants to demonstrate some of the inappropriate behavior that may occur on a tennis court, for which players can be penalized. See if participants can create the poor behavioral responses before suggesting any yourself. Then explain what the penalty would be for that bad behavior (a point, game, or match in tournament play, depending on whether the person did it once, twice, or three times). Have a few rackets and balls for demonstration purposes. Provide scenarios like the following:

   - **Situation 1:** You hit a shot and think it is in/good and the other player calls it out.

     **Possible poor behavioral responses:**
     - Scream and yell at the other player
     - Use abusive language
     - Refuse to play until the other player changes the call
     - Call the other player a bad name

     **Better responses:**
     - Use positive self-talk to calm down, “no problem, I’ll do better next time”
     - Ask the other player why they called it out and if he is sure it was out
     - Walk around for a few seconds to and stay cool
     - In a competition, ask a line judge or referee for a ruling
     - Focus on the next point
Situation 2: You miss an easy shot that causes you to lose a game.

Possible poor behavioral responses:

* Throw the racket
* Slam the ball into the net or fence or out of the court
* Swear and walk around

Better responses:

* Use positive self-talk to stay focused
* Walk around and get right back into the playing routine
* Take a deep breath and relax

Use additional situations. Present additional situations, so participants identify some of the other poor responses listed below. Make sure they “correct” the poor response by suggesting a “better” way to act on the court.

- Using abusive language to a tennis official or another player
- Continuing to argue about a line call and holding up the game
- Using profanity on the court
- Throwing a racket
- Slamming a ball into the net or fence or out of the court
- Stalling between points or between games (explain in tournaments, players have a specific number of seconds or minutes they are allowed between points and between games)
- Not being ready to play (in position to receive) when your opponent is ready to serve
- Arriving late for a match (a specific amount of time is allowed, like 15 minutes)

2. Discuss Courtesy. Explain some types of behavior on the court are just a matter of courtesy and you will not be penalized if you do not practice them. However, it may be considered bad behavior or poor sportsmanship. Give them a few examples and/or act them out—or have participants act some out. Behavior that is expected:

- Shaking hands with your opponent at the net after matches (both opponents if in doubles)
- Shaking hands with the Chair Umpire (if in a tournament)
- Congratulating/thanking an opponent after a match, win or lose
- During warm-ups, hitting balls back toward your opponent or warm-up partner (rather than deliberately hitting them away and making them run for them)
- Calling out the score before each serve, servers side first
- Calling lines: If you have time, go over some of the etiquette in calling the lines. Explain if you are playing tennis, you call balls in or out on your side of the net, your opponent on the other side. If you disagree with your opponent, ask if they are sure. If yes, play should continue. If you are in doubt about whether a ball on your side of the net is in, you must give your opponent the benefit of the doubt. Obviously, lying and saying a ball is out when it’s really in is a total violation of the rules of good sportsmanship, whether anyone

© 2010 United States Tennis Association Incorporated all rights reserved
finds out about it or not. (Note there is an optional activity on calling the lines in the form of a team competition with true or false questions.)

3. **Review expectations for spectators and players on other courts.** First, indicate some of the expected behaviors (or tennis etiquette) are not technically “RULES,” but they make the game more fun and allow people to socialize in a positive setting. Touch on the etiquette for spectators and players on adjacent courts.

- Spectators should be quiet when someone is serving.
- Spectators should refrain from walking or moving around behind someone who is serving (even if you are outside the boundary fence).
- If a ball goes from your court to another court where people are playing, you should wait until they have stopped playing a point to retrieve your ball.
- If other people are playing on the court next to you, you should keep your own noise level down, even if you are just enjoying yourself and laughing.

**Lesson Closing (5 minutes)**

1. **Rules and etiquette summary.** Close this activity by asking participants to restate the benefits of having rules on the court that dictate what behavior is OK and what is not OK. They should indicate the following.

- Rules make it fair for everyone; no one can get away with bad behavior that is against the rules.
- Rules make it clear beforehand what players are expected to do and how they should behave.
- Rules provide a structure within which everyone can have fun.
3.4 FOLLOWING A CODE OF CONDUCT

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Playbook &amp; pencils, flipchart and markers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setup:</td>
<td>Inside or on court, small group activity, then group discussion</td>
</tr>
<tr>
<td>Time:</td>
<td>45 minutes</td>
</tr>
</tbody>
</table>

Lesson Opening (15 minutes)

1. **Review previous lesson using the Playbook.** This activity is best completed in small groups, but it could be done with the entire group, calling out the answers and having participants write the answers in their Playbooks.
   - Ask participants to turn to page 14 of the Playbook to review some key ideas about good etiquette and respect associated with the game of tennis.
   - Form participants into smaller groups and have them work together to fill in the blanks on page 14.
   - Read out the top of the page and then ask them to define *etiquette* and *respect* and to give three examples of how to show respect—one showing respect to each other, one showing respect to the instructor, and one of adults showing respect to them.
   - Give them approximately 10 minutes and then ask one group to read out their definitions for *etiquette* and *respect*. See if other groups have anything different. Then, have various groups volunteer their examples of respect.

**Playbook page 14**

**SHOWING I CARE ABOUT AND RESPECT OTHERS**

Etiquette and respect are important in the game of tennis. Can you describe what these two words mean?

Etiquette: ___________________________________________
___________________________________________________

Respect:  ___________________________________________
___________________________________________________

Give one example of:

How can you show respect to each other:
___________________________________________________

How can you show respect to the instructor:
___________________________________________________

How can adults show respect to you:
___________________________________________________
Activity 1: Creating a Code of Conduct (25 minutes)

1. Discuss a Code of Conduct. Work with the entire group for this activity. Introduce the idea of a Code of Conduct. Ask for input from the group. They should identify that a Code of Conduct is a set of rules for the way we should behave. It represents a set of rules for everyone to follow—whether you are an instructor, a volunteer, or a participant.

2. Gather ideas for a Code of Conduct. Ask participants to turn to page 15 of the Playbook. Read the three categories for a First Serve Code of Conduct. Explain why each is important and point out they have completed activities, related to these areas, in prior lessons. Next, have the group generate short statements or “rules” corresponding to each area. Start by having the coach and other adults make a few “rules” they think fit in these categories. Take a few examples from the list on the next page if needed. Write them down on a flipchart or whiteboard so all participants can see them. The coaches will need to help the participants shape their statements by probing and asking questions. It may require more than one meeting to accomplish this task. In general, it is important to have the participants involved in generating the Code of Conduct to create ownership.

Playbook page 15
MY CODE OF CONDUCT
I THINK AND ACT IN WAYS THAT SHOW:

I Care about Myself
➤ __________________________________________________________
➤ __________________________________________________________
➤ __________________________________________________________
➤ __________________________________________________________

I Care about Others
➤ __________________________________________________________
➤ __________________________________________________________
➤ __________________________________________________________
➤ __________________________________________________________

I Care about My Environment
➤ __________________________________________________________
➤ __________________________________________________________
➤ __________________________________________________________
➤ __________________________________________________________
3. **Select and agree on statements.** After the group has generated a list of statements in each category, sort through them and identify the key statements. The statements should be placed on the Code of Conduct and posted in a conspicuous place at the NJTL site. If the Chapter already has a Code of Conduct, modify it to include a few of the participants’ statements. The coach or other adult will need to refine the statements and create the final Code. Additionally, it will be important to create a large poster displaying the Code. In general, the code should have statements such as the following:

**I Care about Myself**
- I participate in all activities.
- I have a positive attitude.
- I eat and drink healthy things, get enough sleep, and practice healthy habits.
- I dress properly and stay neat, clean, and safe.
- I avoid trouble and dangerous situations.

**I Care about Others**
- I listen to teachers and coaches.
- I follow safety rules.
- I am a good friend to other kids.
- I help younger kids and others who need it.
- I keep a positive attitude with my parents, teachers, and coaches.
- I am a good sport, whether I win or lose.

**I Care about My Environment**
- I try not to hurt or damage anything.
- I take care of my schoolbooks, learning materials, and computers.
- I take care of my tennis equipment.
- I leave the court and the classroom clean and in good condition.

**Lesson Closing (5 minutes)**

1. **Commitment to a Code of Conduct.** Review the statements or Code of Conduct you just created or modified with the group. Indicate you will posting the Code at the First Serve site in the upcoming week. Have the group state why it is important to follow the Code they just created. Finally, indicate they will fill out the Code of Conduct page on Playbook Page 15 in the next lesson.
UNIT 3: MY SERVE

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Playbook, or copy of Playbook page 15 and 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setup:</td>
<td>Inside or on court, group discussion</td>
</tr>
<tr>
<td>Time:</td>
<td>15 minutes to introduce activity, 15 minute follow-up discussion</td>
</tr>
</tbody>
</table>

Opening Discussion (15 minutes)

5. **Review My Serve.** Reiterate My Serve will give them a chance to use a specific life skill they learned at First Serve. They will practice this life skill at school, home, or in the community. They will record their experience in the Playbook. To conclude the activity they will share and discuss the experience with the First Serve team.

6. **Describe the My Serve activity.** Indicate they will complete Page 15 of the Playbook by filling in the statements they agreed to as a group in the last lesson (Alternately, the coach can give them a copy of the Code they created and staple it into the Playbook.) Then they will take the Code home, or to school, and share it with an adult and ask what he or she thinks about it. The participants will also ask the person about some rules he or she has to follow at work. This person could be a teacher, principal, parent, older sibling, or a park and recreation leader. Ask for suggestions from the group about the types of people they can approach.

7. **Complete Playbook page 15 with the group.** Have the group complete page 15 in their Playbooks. Make sure it is neat and clearly written. (Alternately, hand out an already completed photocopy they can use.) Review the Code as a group to ensure they understand the contents.

8. **Identify a leader or helper.** Inform the group they have several days to complete the activity and they will review their results as a team when they are done. Recruit a volunteer leader to help lead the discussion of this activity in a few days. Make sure the leader commits to completing the activity and helping with the discussion before you dismiss the group. (If the participants do not take their Playbooks home, provide a copy of pages 15 and 16 on paper for them to use as a reference tool. The USTA/NJTL White Plains office has PDF versions of the My Serve Playbook pages if you need them.)

9. **Refer them to Playbook Page 16.** Let them know they will have to fill out this page after they have completed the activity. Quickly review the page and discuss the type of information they will be recording. It is OK for them to get help, filling out the page, from the person they share with.
Playbook page 16
MY SERVE

Sharing My Code of Conduct

Share the Code of Conduct with an adult (a teacher, principal, minister, park director, coach).

Remember:

1. Show the three parts of the Code of Conduct.
2. Explain why you think each part is important.
3. Talk about what you learn at First Serve.
4. Ask the person to talk about some rules he or she follows at home or work.

Person’s Name: _____________________________
Person’s Title: _____________________________
Examples of rules: __________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________

Closing Discussion (15 minutes a day or two later)

Gather the participants in a group and ask them to turn to page 16 in their Playbooks. Quickly review what they had to do in the My Serve activity. Then ask the volunteer leader identified earlier to share the results of his or her experience with the team. Make sure the volunteer leader shares information about the adult who saw the Code of Conduct and his or her reaction to it. Probe other participants to elaborate on the feedback they received and to reveal some of the rules they learned about. Make sure all participants have an opportunity to share and discuss their experiences with the team.

Congratulate participants for their efforts in the activity. Encourage them to continue following the Code of Conduct because it helps them learn new skills faster and have more fun at First Serve.
Unit 4: Practicing Proper Hygiene

INTRODUCTION

Unit 4 introduces participants to healthy habits. It exposes them to how these habits can affect their physical health, energy level, and ability to play sports. In addition, healthy habits can also affect their self-image and their relationships with others. They learn that practicing healthy habits shows they care about and respect themselves.

Using the examples of top tennis professionals, they identify several major areas of healthy behaviors—exercise, proper eating and drinking, sleeping enough, and staying away from drugs and alcohol. They then focus on one particular set of healthy habits—personal hygiene. They explore what good personal hygiene looks like, and what the health and social consequences might be of poor hygiene—how it affects both them and their friends.

Later in the Set Level, participants will expand on the information in Unit 4 and learn more about fitness and exercise and about healthy nutrition.

Learning Objectives

After completing this unit, participants should be able to:

• Identify elements of good health
• Describe the relationship of personal hygiene to health, self-image, and social interaction
• Commit to specific actions that promote good hygiene
UNIT 4 FOUNDATION LESSONS

4.1 WHAT IT MEANS TO BE HEALTHY

| Materials: | Photos of top tennis players, past and present, flipchart |
| Setup:     | Inside or on court, group discussion                     |
| Time:      | 40 minutes                                               |

Lesson Opening (10 minutes)

1. **Review.** Remind participants during previous sessions they focused on etiquette and caring about others. Indicate this session is about taking care of themselves.

2. **Name that player.** Before the session begins, gather pictures of 10 top tennis players and label them 1 to 10. Clip pictures from tennis magazines or similar publications. Have a mix of present players (like Serena Williams, Andy Roddick, etc.) and at least one historical great (like Arthur Ashe).

   - Split the participants into two teams. Have each team identify a recorder and give the recorder a piece of paper and a pencil.
   - Place the pictures of the tennis players in the middle of the two teams on a table, on the floor/ground, or on the wall.
   - Ask the teams to name as many of the players as they can in 3 to 5 minutes—being careful not to talk too loud so the other team hears the names. The recorder writes the names as the team identifies the players—it is OK to guess.
   - Review the names on each list and congratulate the winning team. Name any players that they missed and expand on their knowledge of the players by quickly describing some of their accomplishments.

Activity 1: Create a Healthy Habits Poster (25 minutes)

1. **Discuss how pro players stay at the top of their game.** Ask participants what they think the players in the pictures do to stay at the top of their tennis game. Ask questions like the following: Were they just lucky to win so many matches? Did they do something in particular to make it happen? Encourage discussion and several individual responses. Possible responses:

   - They practice a lot
   - They run
   - They work out in the gym
   - They watch what they eat
   - They eat good food
They watch their weight
They don’t do drugs
They don’t drink alcohol
They don’t party a lot and stay out all night
They make sure they get plenty of sleep before a match
They find tennis coaches and trainers to help them and follow their advice

If participants fail to mention some of the answers listed above, ask them about that aspect of healthy/unhealthy behavior. For example, “Do you think top tennis players do drugs? Do top tennis players stay up all night partying before a match? Do they sit in front of the TV and eat junk food?”

2. **Identify types of healthy behaviors.** Work with the group to categorize the responses into sets of healthy behaviors that enable these stars to be the best in the world. After a few minutes, write down these categories of healthy habits on a flipchart or whiteboard. Make sure the participants have identified specific positive behaviors in the following areas:

- Eating and drinking habits
- Physical fitness and exercise
- Mental and emotional well-being (being positive, staying calm)
- Personal hygiene

Summarize by relating, like the great players, everyone at First Serve needs to know about and practice healthy habits to achieve their personal goals—whether they relate to tennis, school, or some other aspect of their lives—and that practicing healthy habits is the best way to show we care about and respect ourselves.

3. **Create a healthy habits poster.** Next, ask participants to describe what healthy habits they can practice in each of these four areas. You can work in smaller groups or all together. Ask them to identify what they do that is healthy at the First Serve site or at home. Make sure the categories are listed on paper or posted on the wall. The poster can be organized as follows:
## HEALTHY HABITS

<table>
<thead>
<tr>
<th>EATING AND DRINKING</th>
<th>PHYSICAL FITNESS AND EXERCISE</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EMOTIONAL WELL BEING</th>
<th>PERSONAL HYGIENE</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

### Lesson Closing (5 minutes)

1. Close by having the group identify things they do well and any areas for improvement. Then, indicate they will be focusing on “Personal Hygiene” for the next few lessons. They may want to decorate the poster and place it on the wall later.
4.2 TAKING CARE OF MY BODY

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Playbook &amp; pencils, flipchart, Post-It notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setup:</td>
<td>Inside or on court, group discussion</td>
</tr>
<tr>
<td>Time:</td>
<td>45 minutes</td>
</tr>
</tbody>
</table>

Lesson Opening (5 minutes)

Introduction. Indicate they have already talked about different types of healthy behaviors practiced by tennis players, like eating right, drinking right, and keeping muscles strong and limber. Ask for some examples. Suggest many of these things have to do with the inside of our bodies. Now indicate they will do some activities focusing on the outside of our bodies.

Activity 1: Poor Hygiene Reactions (20 minutes)

1. Set-up the game. Write several examples of poor hygiene on Post-It notes. For example, bad breath, body odor, dirty hands, greasy hair, etc. Place the notes on a table so the entire group of participants can see them.

2. Play the game. Start with the coach. The coach turns her back and shuts her eyes while one of the participants places a Post-It note on her back. Then all of the participants line up and face the coach while she introduces herself to participants one at a time. During the introductions, the participants respond to the poor hygiene example by role-playing how they might respond—they cannot speak. For example, if “body odor” is on the coach’s back, a participant might pinch his nose, or roll his eyes and wave his hands in front of his nose. The coach keeps introducing herself until she guesses what example of poor hygiene is on her back. Next, select several participants and do the same thing. Make sure they have fun with this—suggest they can “ham-it-up” during their reactions.

3. Discuss social consequences of poor hygiene. Next, ask participants how they would feel being around someone who did not take care of themselves. How would they feel themselves if they could not wash and knew that they smelled? Discuss importance of hygiene out in the larger world—going out in the community, asking others for help, getting a job, asking someone out on a date, or going to the movies. Ask how keeping clean and healthy affects not only ourselves but also those around us. Make sure they can identify what keeping the outside of our bodies healthy is called—personal hygiene. Discuss some of the positive benefits of good hygiene, such as it makes you look and feel better and helps you make a good impression on others. Good hygiene also shows that you care about yourself.

4. Discuss health consequences of poor hygiene. Now ask participants what could happen if they never brushed their teeth (bad breath, teeth could turn yellow or black, you could get cavities, you could get a toothache, might have to have your teeth pulled). You could explain that many things we eat leave sugar on our teeth, particularly drinking soda and sweets. Bacteria break down the sugar and it turns into acid, which eats away at our teeth and causes cavities. The main point is that poor hygiene can actually make you sick and hurt your body.

Other questions can then be asked about the consequences of poor hygiene.
(Possible answers: body smells, clothes smell, germs stay on skin and make you ill, could get...
a rash, germs could get into cuts and scrapes, sweat and germs on your feet could cause athletes’ foot, germs stay on hands and could get in your mouth when you eat and make you sick, etc.)

Activity 2: Committing to Good Hygiene Habits (15 minutes)

1. **Review additional examples of personal hygiene.** Ask participants for additional examples of things we do to keep our bodies clean and healthy. What would someone practicing proper hygiene do? (Or, if more fun, have them describe a person who does not practice proper hygiene.) Write the examples on a flipchart.

   *Taking showers or baths*
   *Using deodorant (for older youth)*
   *Brushing your teeth*
   *Flossing your teeth*
   *Washing your hair*
   *Brushing/combing your hair*
   *Washing your hands before eating and after using a toilet*
   *Cutting your nails*
   *Keeping clothes clean, particularly socks and underwear*
   *Covering your mouth when you cough or sneeze*
   *Covering cuts and scrapes to keep germs out, etc.*
   *Using tissue or napkin to wipe your mouth or nose (not your sleeve)*

2. **Amend the list of First Serve personal hygiene habits.** Compare the list they just generated to the list on page 17 of the Playbook. Add any key habits that are missing at the bottom of the list. Next, using the list on page 17 of the Playbook, have participants identify a set of hygiene habits for taking care of their bodies at First Serve, or at home—and how often they should do these things. (Brush teeth twice a day, shower once a day, wash hands before eating, etc.) Again, remind them that taking care of themselves is part of the First Serve Code of Conduct they discussed in earlier sessions.
Playbook page 17
SHOWING I CARE ABOUT MYSELF

<table>
<thead>
<tr>
<th>Taking Care of My Body: Personal Hygiene</th>
<th>How often?</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Take a shower or bath</td>
<td></td>
</tr>
<tr>
<td>o Brush my teeth</td>
<td></td>
</tr>
<tr>
<td>o Floss my teeth</td>
<td></td>
</tr>
<tr>
<td>o Wash my hair</td>
<td></td>
</tr>
<tr>
<td>o Comb or tie up my hair</td>
<td></td>
</tr>
<tr>
<td>o Wash my hands before eating</td>
<td></td>
</tr>
<tr>
<td>o Cut my fingernails and toenails</td>
<td></td>
</tr>
<tr>
<td>o Wear sun block</td>
<td></td>
</tr>
<tr>
<td>o Cover any cuts and scrapes</td>
<td></td>
</tr>
<tr>
<td>o</td>
<td></td>
</tr>
<tr>
<td>o</td>
<td></td>
</tr>
<tr>
<td>o</td>
<td></td>
</tr>
</tbody>
</table>

Lesson Closing (5 minutes)

1. **Commit to proper hygiene.** Ask participants if they see any difficulties in committing to the list on page 17 and, if so, discuss as a group how to overcome them. Close by indicating, as First Serve team players, they will be practicing good hygiene, because everyone wants to be as healthy as possible.
4.3 PROPER DRESS FOR TENNIS

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Pictures of tennis attire, then and now; Playbook &amp; pencils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setup:</td>
<td>Inside or on court, group activity and discussion</td>
</tr>
<tr>
<td>Time:</td>
<td>45 minutes</td>
</tr>
</tbody>
</table>

Lesson Opening (10 minutes)

This lesson addresses how proper footwear and clothing promote safety and comfortable play. It is important to show a few pictures of someone in old-time tennis attire and a modern-day pro like Serena or Venus Williams. Bring along some tennis magazines to pass around for the modern-day look, or get some promotional posters.

1. **History.** Begin by explaining that tennis clothing for men and women has changed a lot over the years. Almost a hundred years ago, men wore long pants, long-sleeved shirts, and, sometimes, straw hats. Women wore hats, long-sleeved blouses, and full skirts down to their ankles. In addition, most clothing was white. Illustrate this fact with some photos of players in old-fashioned attire.

2. **Clothing today.** Ask participants what top pros wear today. Men: shorts and T-shirts, sometimes hats with visors. Women: a lot of variety: shorts or short tennis skirts, T-shirts, one-piece tennis outfits, often tight fitting. If you have photos or magazines, show kids some modern-day pros in their tennis attire.

3. **Why the change?** Ask participants why the outfits have changed. Practical answers: Modern-day clothes are easier to move around in, cooler, and safer (since women players would not trip on long skirts). Fabrics today are lightweight, breathable, and stretchable for more comfort. Fashion is another element. There is now a wide range of sports clothing available, in every color and design, and most clubs have changed their rules to allow colors other than white.

Activity 1: Proper Dress at First Serve (30 minutes)

1. **Identify what works best at First Serve.** Have participants discuss what clothing would be best at First Serve. What about long pants? Hanging on the ground OK? Hanging low on hips OK? What about shorts? Barefoot OK? Flip-flops OK? Leather-soled shoes OK? Untied laces OK? Socks necessary? Hats? Sweatbands? What jewelry could cause a problem? Make the point that the best dress on a tennis court is clothing that keeps you cool, comfortable, and safe as you move quickly around the court. Eventually, come up with a profile for First Serve that includes:
   - Shorts (rather than long pants dragging on the ground that they might trip over)
   - T-shirt (for easy movement)
   - Tennis shoes or other rubber-soled shoes (so they won’t slip), laces tied (so they won’t trip)
   - Socks thick enough to protect their feet from blisters
   - Jacket or sweater in cool weather (not one that interferes with swing)
2. **Have fun illustrating improper dress.** Next, create teams of 3 to 5 participants. Give each team a piece of paper and a pencil. Ask each team to draw a stick figure on the paper. Now, challenge them to illustrate a tennis player with worst possible dress for tennis. Encourage them to be creative. Give them about 5 minutes to illustrate the player. Have each group present their poorly dressed player to the others. Vote on the winner of the worst dressed player illustration. Discuss why some of the clothing would not be practical for tennis. In addition, have participants talk about why some types of improper dress may actually cause injury.

3. **Complete Playbook drawing.** Have them turn to page 18 of the Playbook, which contains an outline figure of a person holding a tennis racket. This time ask teams to draw on the figure the best clothing for playing tennis at First Serve. They can also add a face, hair, hat, etc. If the would rather write in these things than draw them, that is OK too. If you have colored pencils or crayons, let them be creative with style or color, as long as the clothing is safe, comfortable, and cool. Give them enough time to add personal touches to their pictures. Then ask them to share.

**Playbook page 18**

**CLOTHING ON THE COURT**
Lesson Closing (5 minutes)

1. **Clothing in tennis and other places.** To close the discussion, review in tennis proper clothing helps keep them safe and comfortable. Then ask them if shorts, T-shirts, and sneakers, which are best for tennis, would be good to wear to a fancy restaurant. What would you wear there? What would you wear on a date? To a wedding? At church? At the beach? At school? Make the point that they should wear what suits the occasion if they want to make a positive impression and expect to be welcomed at a particular event.
4.4 HEALTHY TEETH

| Materials: | Picture of decayed teeth, computers, tooth brushes (optional) |
| Setup:     | Inside or on court, group discussion                         |
| Time:      | 45 minutes                                                   |

Lesson Opening (10 minutes)

1. **Early history.** Explain that long ago, as people got older, their teeth would often begin to rot, go black, and be very painful. When they started to hurt, they just pulled them out or they fell out on their own. They did not know that cleaning teeth was important. Most people had never seen a toothbrush or a tube of toothpaste. (A picture of bad teeth decay from a local dentist would make a good point.)

2. **Before toothpaste.** People who tried to clean their teeth in those early days used some pretty weird things. (You could ask them to guess what.) Explain that some of the things they used were ground-up chalk, ground-up charcoal, ashes, and tobacco and honey mixed together. But luckily, we now have toothpaste in many flavors, one to suit each person’s taste, including bubble gum. (You might ask them what their favorite flavor is.)

3. **Toothpaste history.** Ask participants if they know when toothpaste was invented (~ 1900). A few years later, the tube was invented to put the toothpaste in. Tooth brushing became really popular when the U.S. Army gave brushes and toothpaste to all its soldiers fighting overseas in World War II. Now almost everyone uses them.

4. **Soda, sugar, and teeth.** Ask how many kids like to drink carbonated soda pop. You might also ask them how often they drink it—once a day, more than once a day? Ask them if they think soda has many vitamins. Ask them if it has much sugar. Then explain (if they have not already said so) that soda has lots of sugar. The sugar gets on their teeth, the bacteria break it down into acid, and the acid eats away at their teeth. (Soda also contains its own acid, which contributes to decay.) Some people call canned soda, “Cavities in a Can.” Explain that it is best to NOT drink soda. But if they do drink it, give them some tips for minimizing damage to their teeth:

   - Drink only limited amounts.
   - Use a straw to drink it, because that keeps the sugar away from your teeth.
   - Drink the soda with meals to limit the exposure of your teeth to sugar and acid.
   - Rinse your mouth out with water after you finish to wash away the sugar and acid.
   - Remember the phrase: “Sip all day, get decay.” If you sip all day, your teeth are constantly exposed to sugar and acid. It is better to drink a bigger can all at once than a smaller can all day.
Activity 1: Internet Research (30 minutes)

1. **What do the experts say?** Ask the participants for examples of how they should take care of their teeth—tell them to be very specific. Ask them how they learned to take care of their teeth. Then ask if they can identify “experts” when it comes to taking care of teeth. They should respond with “Dentist.”

2. **Conduct Internet research.** Locate an “expert” Website. For example—the American Dental Association. Make up small groups, assign them to a computer, and have them go to: www.ada.org/public/games/animation/index.asp

   Make sure each group completes the games. Then discuss what they learned about taking care of their teeth. It would also be fun to review the site ahead of time and make-up an oral quiz to give to the group.

Activity 2 (optional): Brushing at First Serve (30 minutes)

1. **Prepare the setting.** Many after school programs have the participants brush their teeth daily at the site. In order to do this, you will need to provide toothbrushes and tooth paste for all participants, as well as provide a sanitary place for participants to use and store them.

2. **Instruct participants.** Have a dentist, a dental hygienist, a nurse, or other health professional talk to the group about oral hygiene (they can make this fun). Have them hand out toothbrushes and illustrate the proper way to brush teeth.

3. **Support the healthy habit.** Establish a brief period each day (usually after a snack) for participants to brush their teeth. The main objective is to establish this good habit.

Lesson Closing (5 minutes)

1. Close by suggesting that oral hygiene is one of the most important ways to show you care about yourself. Moreover, indicate that taking care of your teeth promotes overall good health. Ask the group to commit to good oral health at First Serve and at home. Ask for some examples of what they can do at First Serve and at home to practice good oral hygiene.
UNIT 4: MY SERVE

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Playbook, or copy of Playbook page 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setup:</td>
<td>Inside or on court, group discussion</td>
</tr>
<tr>
<td>Time:</td>
<td>15 minutes to introduce activity, 15 minute follow-up discussion</td>
</tr>
</tbody>
</table>

Opening Discussion (15 minutes)

1. **Review My Serve.** Review how My Serve will give them a chance to use a specific life skill they learned at First Serve. They will practice this life skill at school, home, or in the community. They will record their experience in the Playbook. To conclude the activity they will share and discuss the experience with the First Serve team.

2. **Describe the My Serve activity.** For this activity, participants will show Page 19 of the Playbook to someone at home, or school, or in the community—and ask what he or she thinks about the proper hygiene behaviors and how often they do the things listed. Indicate they have already reviewed page 17, which is similar. The participants will also ask the person about some good hygiene habits he or she thinks could be added to the list. The person they choose does not have to be an adult. The person could be a friend, teacher, principal, parent, older sibling, or a park and recreation leader. Ask for suggestions from the group about the types of people they can approach.

3. **Identify a leader or helper.** Inform the group they have several days to complete the activity and they will review their results as a team when they are done. Recruit a volunteer leader to help lead the discussion of this activity in a few days. Make sure the leader commits to completing the activity and helping with the discussion before you dismiss the group. (If the participants do not take their Playbooks home, provide a copy of page 19 on paper for them to use as a reference tool. The USTA/NJTL White Plains office has PDF versions of the My Serve Playbook pages if you need them.)

4. **Refer them to Playbook Page 19.** Let them know they will have to fill out this page after they have completed the activity. Quickly review the page and discuss the type of information they will be recording. It is OK for them to get help, filling out the page, from the person they interview.
### Playbook page 19
### MY SERVE

#### Things I Do to Show I Care about Myself

<table>
<thead>
<tr>
<th>Proper Hygiene Actions</th>
<th>How Often?</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Take a shower or bath</td>
<td></td>
</tr>
<tr>
<td>o Brush my teeth</td>
<td></td>
</tr>
<tr>
<td>o Floss my teeth</td>
<td></td>
</tr>
<tr>
<td>o Wash my hair</td>
<td></td>
</tr>
<tr>
<td>o Comb or tie up my hair</td>
<td></td>
</tr>
<tr>
<td>o Wash my hands before eating</td>
<td></td>
</tr>
<tr>
<td>o Cut my fingernails and toenails</td>
<td></td>
</tr>
<tr>
<td>o Wear sun block</td>
<td></td>
</tr>
<tr>
<td>o</td>
<td></td>
</tr>
<tr>
<td>o</td>
<td></td>
</tr>
<tr>
<td>o</td>
<td></td>
</tr>
</tbody>
</table>

Person’s Name: _________________________________
Person’s Title: _________________________________
Actions added above: Yes___________ No___________
Date: __________________________________________

#### Closing Discussion (15 minutes a day or two later)

Gather the participants in a group and ask them to turn to page 19 in their Playbooks. Quickly review what they had to do in the My Serve activity. Then ask the volunteer leader identified earlier to share the results of his or her experience with the team. Make sure the volunteer leader shares information about the person who reviewed the proper hygiene behaviors and his or her reaction to them. Also, ask if the person added some of his or her own hygiene practices to the list. Make sure all participants have an opportunity to share and discuss their experiences with the team.

Congratulate participants for their efforts in the activity. Encourage them to continue practicing proper hygiene because it shows they care about and respect themselves.
Unit 5: Talking With Others

INTRODUCTION

At the beginning of the Game Level, participants learned how to introduce themselves in a way that establishes a good first impression. Building on that life skill, Unit 5 gives participants practice in talking or conversing with others. It provides the basis for getting to know more about others and vice versa.

A “good” conversation involves three components: 1) initiating by asking questions, 2) listening to the answer or reply, and 3) responding with another question or statement. In this Unit, participants learn how to ask good questions that get the other person talking, what it means to be a good listener, and how to respond in a way that keeps the conversation going. They then have opportunities to practice these skills within the group.

Learning Objectives

After completing this unit, participants should be able to:

- Understand how to ask a good question that gets the other person talking
- Understand how to be a good listener
- Understand how to respond in a way that keeps a conversation going
- Apply good interpersonal communication skills in conversations
- Apply conversation skills in different situations

* The “Ask” a question, “Listen” to the feedback or answer, and “Respond” with another question, comment, or action has been systematically applied to many educational, business, and interpersonal settings for several decades. Example situations include, personal introductions, tutoring, interactive presentations, and verbal business proposals. Once mastered, this valuable interactive conversational skill can be applied to numerous social and interpersonal situations.
UNIT 5 FOUNDATION LESSONS

5.1 THE CONVERSATIONAL PROCESS

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Tennis balls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setup:</td>
<td>Inside or on court, group discussion and activity</td>
</tr>
<tr>
<td>Time:</td>
<td>40 minutes</td>
</tr>
</tbody>
</table>

Lesson Opening (10 minutes)

1. **Review how to introduce yourself.** Ask participants to remember what they learned months ago about how to introduce themselves to others. Get them to call out as many of the steps as they can remember, or have someone come up and demonstrate. Eventually, review all of the steps: stand up straight and tall, looking at the other person and smile, offer a firm handshake, and state your name loud and clear.

2. **Introduce the conversational process.** Explain that they will use many of the same skills in carrying on conversations with people. Point out that introducing yourself is mostly a one-way process—you telling the other person your name. Now they are going to practice a two-way process for talking with others, where you go back and forth with the other person with questions and answers (like a rally in tennis). The three steps that keep a conversation going involve:
   - Asking good questions
   - Listening to the answers
   - Responding to keep the conversation going

Make an analogy between carrying on a conversation and two players rallying to warm up in tennis. After you serve the ball to the other player, you wait for the return—you do not hit another ball. When you ask a question, you listen for the answer—you do not ask another question right away or butt in with another statement. When the return or answer comes back to you, you take another stroke and hit the ball back to the other player—you begin a rally or a conversation with the other person. Just like a series of return strokes is a rally between players warming up, a series of verbal exchanges is a conversation between people.

Activity 1: Conversation Ball Rally (25 minutes)

1. **Describe the conversation ball rally.** Explain how to play the conversation rally game. In pairs, participants will toss a tennis ball back and forth while talking with each other. The movement of the ball simulates what is taking place in a conversation.

   The basic rules:
   - When a person is holding the ball, they can talk
   - When a person is not holding the ball, they must listen—and cannot talk
The conversation rally process:

- The person holding the ball **Asks a question** to start the conversation and then tosses the ball to the other person.
- They then must **Listen** to what the other person says—they cannot talk because they do not have the ball.
- When the other person tosses the ball back, they can then **Respond** with a statement or another question and then toss the ball back.
- Try to keep the conversation rally going as long as possible. Indicate, since they will be tossing the ball back and forth—waiting to get the ball before they talk—the conversations in this exercise will not flow as smoothly as a normal conversation. The focus of the activity is on asking questions and listening.

2. **Demonstrate the conversation ball rally.** Pick one volunteer that would like to demonstrate what it looks and sounds like to have a conversation with a coach (either you as the leader, or another coach involved in the activity). Space the coach and the volunteer a few feet apart and give them a tennis ball. (You might decorate the ball and call it the “conversation ball” to make things more fun). Demonstrate the process for a couple minutes until the observers get the point. If there are long pauses, during the demonstration, you can ask the rest of the kids to offer a possible questions or responses.

3. **Create pairs and practice.** Pair up all of the participants for a conversation rally contest. Give them a few minutes to practice so they feel comfortable with the game. Next, ask for volunteers to keep a rally going in front of the whole group. Give the pair a simple conversation topic (your favorite vacation) and see how long they can rally without breaking the rules or having a long pause (10 seconds without a response). Have the observers try to catch the mistakes. Ask several pairs to participate in the rally contest and recognize the winner by a vote of the whole group.

4. **Practice using a few typical conversational situations.** Continue playing the game using other situations in which it is helpful for the conversation to keep going, or ask them to provide the examples. This could include where you are trying to get to know someone, when a friend is upset about something and you want to find out why, or you want to find out more information about how to do something.

**Lesson Closing** (5 minutes)

1. Review the benefits of practicing how to talk with others—or carry on good conversations. Ask them about the basic parts of a conversation they just practiced (Asking questions, Listening, Responding). Then ask for examples of how they can use this skill at First Serve or in other places. (For example; when meeting new friends, learning about people, or learning something new from another person.)
5.2 ASKING QUESTIONS IN A CONVERSATION

**Materials:** Playbook & pencils

**Setup:** Inside or on court, group discussion and activity

**Time:** 45 minutes

**Lesson Opening** (10 minutes)

1. **Describe open and closed questions.** Review the conversational process and explain that people usually begin a conversation by asking a question to get the other person talking. Some questions take only one or two words to answer, like “yes” or “no,” so the other person does not say much. One example is “Do you like pizza? Yes.” Or “How many sisters do you have? Two.” These questions are called closed-questions.

A better way to start a conversation is to ask an open-ended question, which usually gets the other person to talk more. Some examples are:

- *What do you like about tennis?*
- *What would you do with a million dollars?*
- *What did you do last summer?*

Get the participants to volunteer a several open-ended questions of their own (helping restate the question if it is closed).

**Activity 1: Practice Asking Questions** (20 minutes)

1. **Identify volunteers.** Ask two volunteers to come in front of the group to practice asking open-ended questions. Review some examples of open and closed questions to remind them how they are different.

2. **Explain the format.** Explain that one of them will ask only open-ended questions and the other will answer the questions. If the first person asks a closed question, the other person should respond with a “yes” or a “no” or whatever one- or two-word answer is appropriate. If that happens, instruct the group observing (the judges) to call out “Closed!” Try a few examples to illustrate the process and the response.

3. **Keep score.** The coach should make random pairs and have each pair perform in front of the judges. Do a simple tally of the number of correct open questions for each pair and celebrate the winning pair. Indicate it takes time to learn this skill and they will be practicing more in the upcoming weeks.

4. **Closed question option.** Do the same game as outlined in 1-3 above focusing on closed instead of open questions. This time, the observers will call “Open” when they hear an open Question.
Activity 2: Identifying Open and Closed Questions (10 minutes)

1. **Playbook activity.** Create teams of 3 to 5 participants. Tell them they will be working together on a Playbook activity. Ask them to turn to page 20 of the Playbook, where they will find a list of questions. Quickly read the list but do not tell them which are open and which are closed questions. Ask the teams to work together to identify the open questions. Have them fill in the box next to the open-ended questions. Also, have them make up one open and one closed question. (Answers are provided below in italics but do not appear in the Playbook.) To review the results, ask each team to report on a specific question—explaining why each question is open or closed.

   **Playbook page 20**
   **IDENTIFYING OPEN AND CLOSED QUESTIONS**

   - Do you enjoy going to school?  
   - What do you do after school?  (*open*)
   - Do you play other sports besides tennis?  
   - What did you do during the summer vacation?  (*open*)
   - How could you improve your tennis game?  (*open*)
   - Do you watch tennis matches on TV?  
   - Why do you like riding a bicycle?  (*open*)
   - Do you live in a house or an apartment?  
     - ______________________________ (open)
     - ______________________________ (closed)

   **Lesson Closing** (5 minutes)

1. **Summarize the lesson.** Ask the participants the difference between open and closed questions. Ask for a few examples of each. Then ask the participants to explain when you might want to use open and closed questions. (*Open* for engaging or getting lots of information, *Closed* for getting a specific answer or specific type of information.)
2. **Where can they practice?** Before closing the lesson, ask where they can practice their questioning skills beyond First Serve. Make sure to review some specific examples at home or at school.
5.3 BEING A GOOD LISTENER

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Playbook &amp; pencils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setup:</td>
<td>Inside or on court, group discussion and activity</td>
</tr>
<tr>
<td>Time:</td>
<td>40 minutes</td>
</tr>
</tbody>
</table>

Lesson Opening (5 minutes)

1. **Review the importance of listening.** Ask participants if they know anyone who talks but does not listen to what you say. Then explain that good conversations also require listening—as they have been practicing in the last few activities. Talking without having a listener is like trying to play tennis with only one player. You can hit the ball over the net, but it will never come back to you.

Activity 1: Good and Poor Listeners (30 minutes)

1. **Identify what good listeners do.** Explain that some people act like they are listening when you are talking, but they really are not. Describe what it means to be a good listener or elicit from them what they think a good listener looks like. Have them think of people they talk to, their friends, family, or other adults, and say what they think makes a good listener. Point out that some of the skills of a good listener are similar to those used when introducing yourself, and note those when mentioned. (Participants could also discuss how bad listeners behave from their own experience.)

Remind them that being a good listener is another way that we show respect for other people and how they can show respect for us. It is also a way to be a positive team player. Below are examples of possible responses (write them on a flipchart.)

**A good listener:**

*Looks at the other person (like in introducing themselves)*
*Uses positive body language*
*Pays attention to what’s being said*
*Doesn’t talk until the other person has finished*
*Doesn’t interrupt*
*May nod their head to show they’re listening*
*May occasionally make encouraging sounds, like, I see, uh huh, mmmm, really, yeh*

**A poor listener:**

*Is more interested in talking than listening*
*Fiddles with things in their hands*
*Seems more interested in other people/activities in the room or outside area*
*Doesn’t pay attention*
*Listens to a boom box or watches TV while you talk*
2. **Role-play poor and good listening.** In front of the group, work with one participant to demonstrate the behavior of a poor listener; then follow that up with the behavior of a good listener. Make sure to exaggerate the behaviors. First, have the participant do the talking while you do a variety of things that show you are not listening—bouncing a tennis ball, looking around the court, moving around, interrupting, etc. Repeat the conversation but this time face the other person, look them in the eye, murmur encouraging things, nod your head, etc.

3. **Practice good listening.** Create three or four small teams. The teams will listen to a sequence of verbal directions provided by the coach. They must listen carefully and try to remember the sequence of directions. After the coach stops speaking, the team must follow the directions given. Give them about 30 seconds to discuss the directions as a team and then say; “**GO.**” For example:

- 1) Start at the service line, 2) walk down the center line to the net, 3) hop to the left alley, 4) skip to the closest fence, 5) sit down on the ground
- 1) Walk to the fence, 2) skip to the nearest net post, 3) strut to the service line, 4) do five jumping jacks, 5) skip to the net and cheer

Ask the observing teams to identify if they make any mistakes. Have all teams try the game—using the same number of directions, but different specific tasks. Have fun, but point out each team’s successes and areas for improvement in listening.

4. **Complete Playbook.** After discussion, ask participants to turn to page 21 in the Playbook and fill in the blanks about being a good listener. Ask them to add behaviors in the blank spaces on the bottom. When they have finished, ask volunteers to read out their answers until all are correct. (Answers are provided here in italics but do not appear in the Playbook.)

**Playbook page 21**

**BEING A GOOD LISTENER**

- A good listener is a good way to show **R**________ to the other person. (**respect**)
- A good listener does not **I**__________. (**interrupt**)
- A good listener does not **T**________ until the other person has finished. (**talk**)
- A good listener **P**_______ **A**__________. (**pays attention**)
- A good listener **L**_______ at the other person. (**looks**)
- A good listener ______________________________________
- A good listener _______________________________________
Lesson Closing (5 minutes)

1. **Discuss why listening is important.** Ask why it is important to have good listening skills. They should respond with statements like the following:

   - *It shows you are interested in other people*
   - *It shows you respect others*
   - *Other people will respect you*
   - *You can learn new things*
   - *You get more accurate information*
   - *Positive team players listen to others*

2. **Identify situations where listening skills are important.** Asking them to identify several situations, beyond First Serve, where listening is important. Make sure they are specific and relate these skills to interpersonal interactions and conversations. For example, if participants says; “At school,” probe to make sure they identify the specific interpersonal interaction at school—between student and teacher, etc. Suggest they practice their listening skills in these situations.
5.4 RESPONDING TO KEEP A CONVERSATION GOING

| Materials: | Tennis balls |
| Setup:     | Inside or on court, group discussion and activity |
| Time:      | 45 minutes |

Lesson Opening (15 minutes)

1. **Review how to keep a conversation going.** Quickly review what participants have learned about talking with others in the prior lessons. For example; when they start a conversation they Ask a question, Listen to the reply, then Respond back again to keep the conversation going.

2. **Present a tennis analogy.** State the following: “Pretend you asked a question and the person has answered your question and you have listened to what they said. You now need to respond by saying something—asking another question or making a statement to keep the conversation going” (provide an example). It is like hitting the ball back over the net in the rally. The important thing is to keep the conversation going and to make sure your questions or comments relate to the topic.

3. **Demonstrate the conversation rally again.** Repeat the conversation rally that participants did in lesson 6.1. Provide two participants a topic and help them through the demonstration.
   - The person holding the ball **Asks a question** to start the conversation and then tosses the ball to the other person
   - They then must **Listen** to what the other person says—they cannot talk because they do not have the ball
   - When the other person tosses the ball back, they can then **Respond** with a statement or another question and then toss the ball back
   - Try to keep the conversation rally going as long as possible. Remind them, since they will be tossing the ball back and forth—waiting to get the ball before they talk—the conversations in this exercise will not flow as smoothly as a normal conversation. The focus of the activity is on asking questions and listening.

   In particular, focus on the responses after the initial question. Make sure the two participants make responses to keep the ball going back and forth. The coach and the observers can help as needed.

4. **Identify effective responses:**
   - They could **answer a question** the other person asked in response to their initial question.
   - They could **ask another open-ended question** related to what they have been talking about. For example; “What happened next? What did you do then?” This encourages the other person to talk more.
➢ Add their own **opinion or feelings** about what the other person said. For example; “I think you did a great job, you should be happy about how you played.”

➢ They could also **repeat something they heard** the other person say but in their own words—again, to acknowledge them encourage them to continue the conversation. *You made the winning point in the game. Your whole family was there? It rained throughout the whole game? You got all wet?*

➢ Older participants might be able to **restate feelings** the talker seems to be expressing. *Sounds like you had a fabulous day. Or, sounds like you are really upset about that. Gee, that sounds like fun!*

State that there are many positive ways to respond to the other person to continue a conversation. Tell them they will all get a chance to practice in this lesson.

**Activity 1: Conversation Rally Practice (25 minutes)**

1. **Break the group into pairs.** Pair the participants for practice on “interpersonal conversation skills.”

2. **Practice conversation skills using different topics.** Practice the entire conversational model, with participants asking good questions, being good listeners, and responding in a way that keeps the conversation going. Use tennis balls if this makes them feel more comfortable. The goal of the exercise is to have them learn something more about the background, likes and dislikes, tennis experience and abilities, etc. of the other person. Use several the following topics/initial questions:
   ➢ Tell me about your family?
   ➢ Why do you like tennis?
   ➢ What do you like to do in your spare time?
   ➢ What are your favorite things in school?
   ➢ Tell me about your dream job when you grow up?
   ➢ What is your dream vacation?
   ➢ If you could do anything, what would it be?

**Lesson Closing (5 minutes)**

1. **What did they learn in the conversations?** Ask several participants to share the new information they learned about their conversation partners. State that asking good questions and listening carefully can help them in many areas of their lives. Then, have participants identify several situations where it would be important for them to use their conversational skills. Encourage them to practice these skills in the upcoming week.
UNIT 5: MY SERVE

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Playbook, or copy of Playbook page 22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setup:</td>
<td>Inside or on court, group discussion</td>
</tr>
<tr>
<td>Time:</td>
<td>15 minutes to introduce activity, 15 minute follow-up discussion</td>
</tr>
</tbody>
</table>

Opening Discussion (15 minutes)

1. **Review My Serve.** Review how My Serve will give them a chance to use a specific life skill they learned at First Serve. They will practice this life skill at school, home, or in the community. They will record their experience in the Playbook. To conclude the activity they will share and discuss the experience with the First Serve team.

2. **Describe the My Serve activity.** In this activity, participants will use their conversational skills to learn about someone’s job. They will refer to page 22 of the Playbook as a guide for conducting an informational interview. Similar to prior My Serve activities, they can choose someone at home, school, or in the community. The person they choose does not have to be an adult. The person could be an older sibling, teacher, principal, parent, or teenage neighbor that has a job. Ask for suggestions from the group about the types of people they can approach.

3. **Identify a leader or helper.** Inform the group they have several days to complete the activity and they will review their results as a team when they are done. Recruit a volunteer leader to help lead the discussion of this activity in a few days. Make sure the leader commits to completing the activity and helping with the discussion before you dismiss the group. (If the participants do not take their Playbooks home, provide a copy of page 22 on paper for them to use as a reference tool. The USTA/NJTL White Plains office has PDF versions of the My Serve Playbook pages if you need them.)

4. **Refer them to Playbook Page 22.** Let them know they will have to fill out this page after they have completed the activity. Quickly review the page and discuss the type of questions they should ask (start with open questions) and the information they will be recording. It is OK for them to get help, filling out the page, from the person they interview.
Playbook page 22
MY SERVE

Informational Job Interview

Interview Steps:

1. Ask open questions.

   “Why did you choose your current job?”
   “What kinds of things do you do on the job?”
   “How did you prepare or get trained for your job”
   “What do you like most about your job?”
   “What is the most difficult part of your job”

2. Listen carefully to the person’s answers or comments.

3. Respond to keep the conversation going.

   WHAT DID YOU LEARN ABOUT THE JOB?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

   Person’s Name: ____________________________________________
   Job Title: _________________________________________________
   Date: _____________________________________________________

Closing Discussion (15 minutes a day or two later)

Gather the participants in a group and ask them to turn to page 22 in their Playbooks. Quickly
review what they had to do in the My Serve activity. Then ask the volunteer leader identified
earlier to share the results of his or her experience with the team. Make sure the volunteer leader
shares information about the person who he or she interviewed and some things they learned
about the person’s job. Also, ask what the volunteer leader thinks about the job. Make sure all
participants have an opportunity to share and discuss different “informational job interviews”
with the team.

Congratulate participants for their efforts in the activity. Encourage them to continue practicing
their questioning and conversation skills, to learn more at home and at school.
Unit 6: Appreciating Diversity

INTRODUCTION

Although people are similar in many respects, every individual is also unique and brings special skills and viewpoints to each situation. This unit deals with diversity and builds on earlier units that emphasized caring for yourself and others. It also reinforces the concept of teamwork by pointing out that diversity of skill, thought, and background often results in a more productive team. It focuses on helping participants learn to respect individual and cultural differences in people they may encounter through tennis or in other areas of their lives.

Participants explore ways in which they are similar and ways that they differ. They learn about diversity among people and how individual differences and various viewpoints contribute to a stronger team and richer personal experiences.

Learning Objectives

After completing this unit, participants should be able to:

- Identify diversity among professional tennis players
- Identify individual differences in teammates and friends
- Describe how individual differences can enhance the First Serve team
- Describe how people benefit from diversity in other areas of their lives
UNIT 6 FOUNDATION LESSONS

6.1 DIVERSITY AMONG TENNIS PLAYERS

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Pictures of tennis players</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setup:</td>
<td>Inside or on court, group discussion and activity</td>
</tr>
<tr>
<td>Time:</td>
<td>45 minutes</td>
</tr>
</tbody>
</table>

Lesson Opening (15 minutes)

1. **Introduction.** Introduce the idea that people are similar in many respects and different in others. Gather the group in the middle of the court (or room). Call out a series of physical characteristics until all of the participants are in different parts of the court. For example:

   *If you have blue eyes, go to the service line and do five push ups*
   *If you have long hair, go to the net and jump up and down*
   *If you have brown hair go to the center line and sit down*

   Continue until the entire group is distributed around the court. Then bring everyone back together at the baseline and say:

   *If you participate at First Serve, run to the net and give high fives to your teammates*

   Inform them they were spread around the court based on their differences and they all went to the net for high fives because of a similar interest. Suggest they benefit from similarities and differences (learn more, have fun). If they are not familiar with the word, explain that these differences are called diversity and that everyone can benefit from the presence of different skills and different points of view.

2. **Discuss diversity among tennis players.** Explain that tennis is a very international sport and the top tennis players come from many countries. Mention that the top ten players in men’s and women’s tennis come from many different countries. You could name some of the countries, or ask them to guess a few: United States, Russia, China, Argentina, Spain, Great Britain, Australia, France, Belgium, Switzerland, and Japan. Use a map or globe to show the geographic diversity.

   Indicate the top players obviously speak different languages and they bring different skills and characteristics to the game. Some are tall, some are short, some are right-handed, others are left-handed. Some are great servers, others are great returners, some have a baseline game, others come to the net with a serve and volley game. Some are particularly good at on-court strategy. Some have great speed. They have all been successful despite, and often because of, their differences.
3. Discuss a few prominent tennis professionals who have quite different skills and characteristics. (One interesting comparison is Federer and Nadal, who have faced each other several times with very different games, temperaments, and physiques. Or Venus Williams and Henin-Hardenne.) Data is provided on 3 men and 3 women on the next pages, but pick whichever players you think would make the best illustration (data on www.atptennis.com and www.wtatour.com). They could be current top players or ones from the past. It would be helpful to have pictures of the players you want to discuss, or to go online to view the player profiles.

**Sample Data on Female Players**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Venus Williams</th>
<th>Justine Henin-Hardenne</th>
<th>Maria Sharapova</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>USA</td>
<td>Belgium</td>
<td>Russia</td>
</tr>
<tr>
<td>Year of birth</td>
<td>1980</td>
<td>1982</td>
<td>1987</td>
</tr>
<tr>
<td>Height</td>
<td>6’1”</td>
<td>5’5 3/4”</td>
<td>6’2</td>
</tr>
<tr>
<td>Weight</td>
<td>160</td>
<td>126</td>
<td>130</td>
</tr>
<tr>
<td>Plays</td>
<td>Right-handed, 2-handed BH</td>
<td>Right-handed 1-handed BH</td>
<td>Right-handed 2-handed BH</td>
</tr>
<tr>
<td>Highest ranking</td>
<td>#1</td>
<td>#1</td>
<td>#1</td>
</tr>
</tbody>
</table>

**Sample Data on Male Players**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Roger Federer</th>
<th>James Blake</th>
<th>Rafeal Nadal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>Switzerland</td>
<td>USA</td>
<td>Spain</td>
</tr>
<tr>
<td>Year of birth</td>
<td>1981</td>
<td>1979</td>
<td>1986</td>
</tr>
<tr>
<td>Height</td>
<td>6’1”</td>
<td>6’1”</td>
<td>6’0</td>
</tr>
<tr>
<td>Weight</td>
<td>177</td>
<td>175</td>
<td>189</td>
</tr>
<tr>
<td>Plays</td>
<td>Right-handed 1-handed BH</td>
<td>Right-handed 1-handed BH</td>
<td>Left-handed 2-handed BH</td>
</tr>
<tr>
<td>Highest ranking</td>
<td>#1</td>
<td>#4</td>
<td>#2</td>
</tr>
</tbody>
</table>

4. **Summarize and transition to the tennis activity.** Relate that prominent tennis professionals have some different skills and characteristics and others that are similar. The main point is almost anyone can play tennis and have fun as long as they learn the game and follow the rules. Suggest this is much like First Serve.
Activity 1: Tennis Diversity (25 minutes)

1. **Prepare the game.** This game highlights the variety of player combinations possible while learning and playing tennis. To prepare, make index cards with player combinations for short doubles games. For example:
   - Girls challenge boys
   - Mixed pairs challenge
   - Mixed age pairs (pair oldest with youngest)
   - Long hair girls versus short hair girls
   - 10 or older girls versus 10 or younger boys
   - Tallest pair versus any two others
   - Oldest pair versus two others
   - Left-handed versus right-handed

2. **Play short doubles games.** Have a participant pick a card. The participant must select players, including themselves, that match the description on the card. They play the game with all of the other participants cheering on the sidelines. The coach feeds balls for a best of “three-point” game. After the game, the next player in line picks a card and selects a new team following the description on the card—and so on. Have fun highlighting the different player combinations. Continue the activity and provide for a wide variety of player combinations.

3. **Add greater variety by altering the game format.** This is an added twist for older or more experienced players. After the team is picked, according to the index card, the coach chooses the tennis format—changing it for each group. For example: full court regular play, service court only, service court volleys only, forehands only, backhands only, etc.

Lesson Closing (5 minutes)

1. **Making assumptions.** Ask the participants if they made certain assumptions about who would win the games based on the way teams were established. For example, did they assume the tall players would win against the shorter ones, or the older players would win over their younger counterparts? Make sure to point out, many of their assumptions may have been wrong. Indicate, almost anyone can play tennis, and do it well, if they practice and follow the rules. Their success in the game should not be judged by general characteristics like age, skin color, height, gender, or cultural background.

2. **Indicate diversity can make games, and life, interesting and more fun.** Close by linking the fact tennis is a game for all types of people and you can have fun with many different combinations of players and their specific skills. Have the participants describe what they enjoyed about playing on the different teams.
6.2 DIVERSITY AT FIRST SERVE

| Materials:   | Playbook & pencils |
| Setup:       | Inside or on court, group activity |
| Time:        | 45 minutes |

Lesson Opening (20 minutes)

1. **Explain the activity.** Explain they are going to briefly interview other people on the First Serve team to find out more about how they are alike and how they are different. Remind them they have seen the top tennis players have different ethnic and cultural backgrounds, speak different languages, and are different heights and weights. Indicate the team will investigate how their own team of tennis players, at First Serve, differs in background and interests. They will also look at a few physical differences.

2. **Explain the questions.** Ask participants to open their Playbooks to page 23, where they will find a list of questions. Ask them to find three different answers to each of the questions by talking to three of their teammates. Provide an example by asking the first question to one of the teams and review the answer. Remind them these are mostly closed questions—they are looking for specific, short, answers to the questions. Tell them they have 10 minutes to get all the questions answered.

**Playbook page 23**

ARE MY TEAMMATES THE SAME OR DIFFERENT?

<table>
<thead>
<tr>
<th>Questions to Ask Three Teammates</th>
<th>#1</th>
<th>#2</th>
<th>#3</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your ethnic heritage?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(African American, Latino, Asian, European, Native American, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What languages do you speak at home?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is your favorite food?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is your favorite song?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is your favorite subject in school?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Which outdoor sport, besides tennis, do you like the most?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is your favorite indoor game?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What famous person do you like the most?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you play tennis right-handed, left-handed, or two-handed?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What color hair do you have?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. **Review answers.** When time is up, call them back into a circle. Ask the first question aloud and get a participant to read out their three answers. Ask if anyone found a different answer and, if so, have them read it aloud. Do the same for each question.

**Activity 1: Predicting Tennis Skill (20 minutes)**

1. **Set up a rally game.** Indicate the coach will create tennis teams based on some of the characteristics they just reviewed. Then the teams will play a short rally game. For example:
   - Black hair versus brown hair
   - Left-handed versus right-handed
   - Math favorites versus science favorites
   - Ice cream favorites versus pie favorites

2. **Ask the group to predict which team will win.** Before picking the teams and starting the rally game, indicate how you will select players using one of the examples above. Then, ask the group to predict which team will win the rally.

3. **Play several games.** Play the rally game to see if the group was right or wrong. Then select new teams based on a different characteristic—asking the observers for another prediction. Play several rallies, with different team selection characteristics, to ensure the observers make both right and wrong predictions. The main point is they cannot predict tennis skill from the superficial characteristics that you used to select teams.

4. **Discuss the shortcomings of making assumptions about others.** Ask participants, “If you know someone’s hair or skin color, can you tell whether the person is good at tennis?” Obviously not. “If you know some things about a person, can you assume you know a bunch of other things?” For instance, if you know someone has blue eyes, can you tell if the person is kind or generous? When people make assumptions based on physical or cultural characteristics—what they look like or their ethnicity—this is stereotyping. Make sure you indicate stereotyping leads people to incorrect judgments about others. It also promotes prejudice and intolerance towards others.

**Lesson Closing (5 minutes)**

1. **Ask about their experiences.** Now, have participants share if they have been treated unfairly, left out of an activity, or made fun of, based on a physical or cultural characteristic. Make sure they describe the situations in detail and explain their own emotional response. Were they angry, hurt, confused? Before ending this segment, discuss they can only get to truly know others by working with them, playing tennis with them, treating them with respect, and getting to see how they act day after day.

2. **Set expectations.** Finish by saying that stereotyping and prejudice have no place at First Serve, that everyone is accepted and/or judged only on the basis of their behavior, respect for others, and willingness to participate, behaviors they all have control over.
6.3 PHYSICAL SIMILARITIES AND DIFFERENCES

| Materials: | Playbook & pencils, tape measures or equivalent |
| Setup:     | Inside or on court, group activity working in pairs |
| Time:      | 40 minutes |

Lesson Opening (5 minutes)

1. Review prior lesson and link to new activity. Remind them the last time they met, they looked at their similarities and differences in terms of background and interests. Today they are going to look at a few physical characteristics and see whether they are alike or whether they differ. Depending on whether you have an odd or even group, you could be one of the partners, as it would be fun to see how you, the coach, differs from the kids.

Activity 1: How Do We Measure Up? (25 minutes)

1. Prepare. For this activity, participants need a measuring device. The easiest thing would be to buy some inexpensive cloth tape measures, or yardsticks, enough for every other participant (they will be working in pairs). Alternately, you could cut one yard lengths of string and mark the “feet” in black. It is OK to estimate measurements in this activity. Have the participants help with this task ahead of time.

2. Explain the activity. Ask participants to find a partner and give each pair a measuring device. Then ask everyone to turn to page 24 of the Playbook, which has a chart of things they need to measure in the other person and then record in the book. When one person is measured, switch and measure the other person. Before measuring, have them put their names at the top of the columns. Make sure that both columns are filled in before they finish the exercise.

Playbook page 24
How Do We Measure Up?

<table>
<thead>
<tr>
<th>Teammate Names:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Height</td>
</tr>
<tr>
<td>Arm length from shoulder to finger tip</td>
</tr>
<tr>
<td>Leg length from hip bone to foot</td>
</tr>
<tr>
<td>Head size (around forehead)</td>
</tr>
<tr>
<td>Foot length, heel to big toe</td>
</tr>
<tr>
<td>Width of hand, fingers/thumbs spread</td>
</tr>
<tr>
<td>Width of full smile!</td>
</tr>
<tr>
<td>Length of hair</td>
</tr>
<tr>
<td>Width of eyebrow</td>
</tr>
</tbody>
</table>
3. **Review the results.** After the measurements are complete, call the group together and get someone to read out their height and that of the other person. Ask if anyone else had the same measurement or if anyone was taller—or shorter. Discuss a few other measurements and perhaps include the smile for fun.

**Lesson Closing** (10 minutes)

1. **Do the physical characteristics relate to tennis skill?** Ask the participants if they could identify the best doubles pair based on the characteristics they just measured. For example, “If we selected doubles teams based on the width of their smile would it be a good team?” They should respond with a resounding “No.”

   They want to base their opinion of tennis teams by observing seeing how much they enjoy the game and how well they play together. All people, regardless of their superficial physical characteristics can learn to play well. They cannot assume someone will be a better athlete because he or she is taller, or has longer arms. Refer back to some of the top tennis players where shorter players have gained the #1 ranking despite many taller players in the draw.

2. **Relate to their lives.** Now ask if they can know something about other people at school or in the community based on their physical or cultural characteristics. Ask specific questions such as:

   *Do we know how smart someone is, if we know his or her gender?*
   *Do we know if someone likes to read if we know his or her religious faith?*
   *Do we know if someone is a good athlete if we know his or her skin color?*
   *Do we know if a family eats healthy food if we know what language they speak?*

   Again, the answers should be “No.” Close by indicating all people, with diverse background and capabilities, can contribute to our community and our own personal experience. We can learn many new things from them and have richer life experiences.
6.4 BENEFITING FROM DIFFERENCES ON THE COURT

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Tennis equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setup:</td>
<td>Inside or on court, group activity</td>
</tr>
<tr>
<td>Time:</td>
<td>40 minutes</td>
</tr>
</tbody>
</table>

Lesson Opening (10 minutes)

1. **In team sports.** Lead a discussion of a favorite team sport that takes a mixture of skills to create a strong team. Get as many answers from them as possible. For instance, in football, you have the offensive team and the defensive team. In different parts of the game, you might want a good kicker, a fast runner, someone good at catching passes, and someone who can stop the other team on the field. So everyone is important to team success even though they have quite different skills.

2. **In tennis.** Explain that although tennis is often considered an individual sport, there are many opportunities for team play—in school competition, in playing for your country in Davis Cup tournaments, and sometimes at First Serve. Even in doubles, you would want to balance your particular skills with those of your partner so you could present the strongest team.

Activity 1: How Many Skills on My Team (25 minutes)

1. **Prepare.** Prior to the game, create index cards with the following strokes listed on them:
   - 2-Forehand only cards
   - 2-Backhand only cards
   - 2-Overhead only cards
   - 4-Any Stroke cards

2. **Create doubles teams.** Select four participants to play a doubles match. Have each participant draw a card from the deck. Each participant can show the card to his or her partner and the coach, but no one else.

3. **Play a game.** With the coach feeding the ball from the sideline, play one regular tennis game. The players can only use the stroke indicated on the card they picked. Many combinations are possible—the best being both players picked “Any stroke,” the worst being both players picked “Volley only.” The coach will have to help them until they get the hang of it.

4. **Review each game.** The observer’s role is to identify which card the players selected by watching their play during the game. (This is a good skill to practice—identifying strong and weak strokes of their opponents.) Ask the observers which card each player selected. Then ask if it was a good team combination. Create several teams, draw new cards, and play games until all participants have played and observed.

Lesson Closing (5 minutes)

1. **What works in tennis?** Call the group back together and have one or two teams explain what worked and what did not work in their match. The coach should help them identify that stroke diversity and balance made for a better team.
2. **What might they look for in a tennis partner?** Review with them what skills or characteristics they might want to consider: serving, returning, lobs, net play, forehand, backhand, accuracy, power, fast on their feet, good endurance, staying cool under pressure, fun to play with, right-handed, left-handed, etc. Also, identify how teammates that are strong in one area can offset some of their weaknesses.

3. **Link diversity in tennis to diversity in life.** Suggest that similar to their on-court experiences, things are often more interesting, we can learn more, and have more fun, if we appreciate diversity in people and things our daily lives. Ask for some examples beyond First Serve.
UNIT 6: MY SERVE

Materials:  
Playbook, or copy of Playbook page 25

Setup:  
Inside or on court, group discussion

Time:  
15 minutes to introduce activity, 15 minute follow-up discussion

Opening Discussion (15 minutes)

1. **Review My Serve.** Review how My Serve will give them a chance to use a specific life skill they learned at First Serve. They will practice this life skill at school, home, or in the community. They will record their experience in the Playbook. To conclude the activity they will share and discuss the experience with the First Serve team.

2. **Describe the My Serve activity.** In this activity, participants will observe and listen to another person to identify things they can learn from this person. They will refer to page 25 of the Playbook as a guide for their response. They can choose someone at home, school, in the community, on TV, radio, or video. The person they choose does not have to be an adult, but it should be someone that has a different background or interests. Their task is to observe and listen so they can learn about the individual. As an option, they could also briefly interview the person. Ask for suggestions from the group about the types of people they can approach.

3. **Identify a leader or helper.** Inform the group they have several days to complete the activity and they will review their results as a team when they are done. Recruit a volunteer leader to help lead the discussion of this activity in a few days. Make sure the leader commits to completing the activity and helping with the discussion before you dismiss the group. (If the participants do not take their Playbooks home, provide a copy of page 25 on paper for them to use as a reference tool. The USTA/NJTL White Plains office has PDF versions of the My Serve Playbook pages if you need them.)

4. **Refer them to Playbook Page 25.** Let them know they will have to fill out this page after they have completed the activity. Quickly review the page and discuss the type of information they are looking for and how they should record it. It is OK for them to get help, filling out the page, from another person.
Playbook page 25
MY SERVE

Diversity Observation

Describe the person: __________________________
___________________________________________

How is the person the same as you? __________
___________________________________________

How is the person different from you? __________
___________________________________________

What can you learn from this person? __________
___________________________________________

___________________________________________

Place: ______________________________________

Date: _______________________________________

Closing Discussion (15 minutes a day or two later)

Gather the participants in a group and ask them to turn to page 25 in their Playbooks. Quickly review what they had to do in the My Serve activity. Then ask the volunteer leader identified earlier to share the results of his or her experience with the team. Make sure the volunteer leader shares information about the person who he or she observed and the person’s similarities and differences. Also, ask what the volunteer leader what they can learn from this person. Make sure all participants have an opportunity to share and discuss their results with the team.

Congratulate participants for their efforts in the activity. Encourage them to be courteous and respectful to other people, and to appreciate and learn from diversity in life.
PRACTICE ACTIVITIES OVERVIEW

Practice Activities are designed to reinforce concepts and provide participants additional opportunities to apply life skills in different situations, on and off the court. These activities are based on the premise it often takes repeated exposure and practice for participants to learn and remember the life skills, just as it takes repeated practice to improve one’s tennis strokes. Participants should engage in many Practice Activities, after all Foundation Lessons are complete, in order to hone their life skills and prepare for the Game Graduation Challenge.

Follow these tips for effective use of Practice Activities:

➢ Use Practice Activities after completion of Foundation Lessons and Playbook activities. Practice Activities are based on the skills learned in the Foundation Lessons and refer back to these prior experiences.

➢ Assess participants on their command of the life skills taught in the Foundation Lessons. Use the Graduation Challenge assessments to check for skill mastery after completion of Unit 6. Select Practice Activities that review and reinforce the specific needs of your participants.

➢ Use the Practice Activities in the order that suits your program. For example, if participants demonstrate solid skills related to Units 1, 2, and 3, and weaknesses in skills from Unit 5, focus on Practice Activities related to Unit 5.

➢ Use as many Practice Activities as required to build the participant’s skills for the formal Game Graduation Challenge. These activities should be integrated into your program, for several months, prior the Graduation Challenge.
Unit 1: Being a Team Player

PRACTICE ACTIVITIES

EYE CONTACT RALLY

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Tennis equipment, cones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setup:</td>
<td>On court</td>
</tr>
<tr>
<td>Time:</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>

1. **Review.** Review the steps for introducing yourself with the kids and stress the importance of looking at the other person and making eye contact. Indicate it is important when introducing yourself and when speaking/interacting with other people.

2. **Play a rally game.** Divide the participants into two teams, and have them line up single file at the service line, one team behind the right service box, and one team behind the left service box. The coach stands on the other side of the net and feeds volleys to each team, one participant at a time, alternating feeds from one team to the other. Each participant gets one volley and goes to the back of the line. Count how many volleys each team hits into the singles court in two minutes.

3. **Modify the rally game.** Next draw an “X” on the ground in the middle of one service box with a piece of chalk or place a cone on the ground in the middle of the service box. For the next two minute round, one team must attempt to hit volleys while keeping their eyes on the “X” or cone on the ground while the other team keeps their eyes on the ball. Switch so both teams get a chance to look at the cone during play. Calculate the number of volleys each team has while looking at the ground. Compare these totals to the scores to the score they achieved while looking at the ball.

4. **Link game outcome to importance of eye contact.** Close by discussing it was much easier to hit volleys while looking at the ball. Similarly, when interacting with others, it is easier to communicate when they make eye contact with people—just as they do with the tennis ball while practicing or playing a match.
DOUBLES PARTNER INTRODUCTIONS

<table>
<thead>
<tr>
<th>Materials:</th>
<th>None required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setup:</td>
<td>Inside or on court, role-play in groups of four or in front of group</td>
</tr>
<tr>
<td>Time:</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>

1. **Review the steps.** Briefly review the steps involved in introducing yourself properly by having participants call out the steps (referring to the Playbook if necessary).

2. **Practice doubles partner introductions.** Then ask participants to practice introducing themselves by pretending to meet on the tennis court for a doubles match. They know their playing partner but they do not know the opponents. They greet both their partner and the opponents, illustrating the difference between greeting someone you know versus someone you do not know. You can have groups of four role-play in front of the group, or have several groups introduce themselves with you circulating among them and correcting when necessary.

3. **Use new scenarios.** Participants continue the practice by role-playing other typical tennis scenarios, such as trying to buy a tennis racket in a pro shop, or balls at a sporting goods store, or shoes at a shoe store. Have them introduce themselves to the tennis professional or salesperson and explain what they are looking for.

INTRODUCING YOURSELF IN THE COMMUNITY

<table>
<thead>
<tr>
<th>Materials:</th>
<th>None required (Playbook optional when you explain the activity)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setup:</td>
<td>At school, at church, or in the neighborhood, individual activity</td>
</tr>
<tr>
<td>Time:</td>
<td>A few minutes for each introduction</td>
</tr>
</tbody>
</table>

1. **Explain the off-court activity.** Ask participants to practice introducing themselves to several new people in the community. This could be at their school, in their neighborhood, at their church, or other community facility or organization. If they feel more comfortable, they could even practice with someone they know, like a teacher at school, their minister, or a sports coach. The important thing is to have them practice the skills.

2. **Review the steps.** Before they go, review the steps of good introductions. Participants can take the My Serve page with them to remind them of the steps or have them write down the steps on a slip of paper if they do not take the Playbook home from First Serve.

3. **Get feedback on the results.** Remind participants you will be asking them to give you some feedback on how it went, who they chose, and whether the process was easy or hard and why.
PARTICIPATION AT SCHOOL

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Flipchart &amp; markers optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setup:</td>
<td>Inside or on court, group discussion, demonstration</td>
</tr>
<tr>
<td>Time:</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>

1. **Act out what participation looks like at school.** In a group, ask two participants to demonstrate what someone would be doing if they were fully participating at school. They must act it out so the observers can guess or identify the activity. Record the correct response on a flipchart. Do this for several rounds.

2. **Compare to First Serve.** For each example of participation at school, ask them how participation at school and at First Serve is similar or different. Then have the group describe the specific benefits of participating in each activity. Record the benefits next to the activity description.

3. **Post the list.** You could post the list on the wall or keep it in a place where the participants can see it. New examples can be added to the list periodically.

PARTICIPATION IN THE COMMUNITY

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Flipchart &amp; markers optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setup:</td>
<td>Inside or on court, group discussion, demonstration</td>
</tr>
<tr>
<td>Time:</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>

1. **Act out what participation looks like in the community.** At a later time, repeat the participation activity, only this time, ask kids about participation in the community—at church or a youth club or just in the neighborhood. Ask participants to demonstrate what participation in that part of their community looks like and what the benefits of participating are. Record their responses on a flipchart.

2. **Compare to First Serve.** For each example of participation in the community, ask them how it is similar or different to First Serve. Then have the group describe the specific benefits of participating in each activity. Record the benefits next to the activity description.

3. **Post the list.** Post this list next to the first list on participation at school.
TEAMWORK VERSUS INDIVIDUAL EFFORT

| Materials: | Flipchart and markers |
| Setup:     | Inside and/or on court, group discussion |
| Time:      | 15 minutes |

1. **Group discussion after tennis.** Do this activity after playing tennis and make sure the balls are still on the court. Review with participants some of the attributes of being a good team player that were covered in Unit 1. Then ask participants whether they would rather work cooperatively as part of a team to complete a task or to work alone. Ask why people like working in groups. Try to uncover some of the following ideas:

   * It’s more fun.  
   * Gets the job done faster.  
   * More heads are better than one.  
   * Can find better solutions.  
   * Can find more solutions.  
   * You can pool resources.

2. **Review tasks.** Ask participants to review the following list of tasks that have to be done (Read them aloud or write them on a chart ahead of time). Ask participants which ones might be easier to tackle by a team of people versus one individual and why. Decide as a group which ones would be better done by a team and put a “T” by them. (Answers are provided below in italics.)

   **Which tasks would be easier to do alone and which ones would be easier to do in a group?**

   - Make a sandwich
   - Remove trash from a playground (team)
   - Name ten presidents of the United States (team)
   - Paint a picture
   - Name ten famous tennis players (team)
   - Write a letter
   - Clean a house (team)
   - Clean your own room
   - Paint a 100 foot fence (team)
   - Sweep the tennis courts (team)

3. **Clean up the court.** Next, assign one participant to pick up the balls on one side of the tennis court and the rest of the team to clean up the other side. Try not to comment during the activity. Let the participants discover the ineffectiveness of someone doing the clean up alone. Then discuss how teamwork would be better in this situation.
### BEING A GOOD FRIEND AND TEAMMATE

<table>
<thead>
<tr>
<th>Materials:</th>
<th>None (flipchart, pencils &amp; paper optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setup:</td>
<td>Inside or on court, group discussion</td>
</tr>
<tr>
<td>Time:</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>

This activity focuses on what it looks like and sounds like to be a good friend and teammate. If you have pencils and paper, kids could work in small groups and make lists of their ideas. They would then share them with the group. Otherwise, work in a large group and have them give verbal suggestions. If you have a flipchart or whiteboard available, write down their answers and refer to this list when you check in with the kids again.

1. **Good friend examples.** Ask participants what they think it means to be a good friend and teammate. What does it look like and sound like? How would a good friend and teammate act? Get answers from them, but here are some examples.

   **A good friend might:**
   - Smile
   - Say hello
   - Offer help
   - Learn and use people’s names
   - Know and remember what teammates like to do
   - Avoid talking behind someone’s back
   - Make you laugh
   - Understand how you feel
   - Look like he or she is glad to see you
   - Offer to be your hitting partner
   - Say encouraging things
   - Make positive comments on your play
   - Thank teammates for helping him/her
   - Help someone with their homework (if relevant to the site)

2. **Putting theory into practice.** Ask participants to commit to putting some of these ideas into practice in the coming week (smile, learn one new name, etc.). Ask participants to select one thing they will do for an entire week. Tell them you will follow up on this during another lesson.

3. **Follow-up.** At the next meeting, ask how it went. You could either ask people what they did themselves to be good teammates, or ask others how they were treated by good teammates. If you compiled a list of these behaviors on a flipchart, you could put a checkmark next to each one when people put them into practice. You could continue to put multiple checkmarks every time you check in with participants on this topic.
Unit 2: Being Positive

PRACTICE ACTIVITIES

CREATE A POSITIVES POSTER

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Poster board &amp; markers (pencils &amp; paper helpful)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setup:</td>
<td>Inside or on court, group discussion</td>
</tr>
<tr>
<td>Time:</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>

This activity helps participants focus on the positive aspects of their day or week, no matter what other negative things may have happened. The idea is to create a permanent (or ever-expanding) Positives Poster to display somewhere at the center. However, if this isn’t practical, you can do the activity with just verbal answers.

1. **Count the positives.** At the end of tennis practice, ask participants to think of (or write down) at least four positive things that happened to them that day or that week, no matter how small. Start it off by describing four positive things that happened to you. Give them time to figure out their four. After a few minutes, ask several people for a few of their positive experiences. When one has been given, ask for a show of hands of others who had a similar experience (like hitting a good shot at tennis practice or winning a rally game). If you have the time, you could try to get a positive example from everyone.

   **Tennis examples:**
   - *I hit the ball over the net for the first time today.*
   - *I hit some really good shots at tennis practice.*
   - *Jane said some encouraging things to me on the court.*
   - *John helped me with my homework.*
   - *The instructor said I’d improved my backhand.*
   - *I finished all my homework.*
   - *A friend gave me a compliment.*

   **Examples from home, school, or the community:**
   - *I got a good mark on a test.*
   - *I answered a question correctly in class.*
   - *I found a quarter in the street.*
   - *My mother made my favorite dinner this week.*
   - *It was a sunny day today.*
   - *I saw a beautiful butterfly.*

2. **Create a positives poster.** To continue to emphasize the positives at the facility, create a permanent record of positives in different ways.
   - You could write them on a poster board with a marker as participants say them.
If participants have written them down, you could let them tack up their lists on a corkboard, or tape them to a poster board.

You could type up their positives and keep adding to the list as the weeks go on, putting them all on the poster each time you check in with them for more positives.

3. **Continue checking in.** If possible, keep checking in with kids every once in a while about positives that have happened to them. Try to get them in the habit of focusing and remembering the positives in their day. Remind them that it can be something as simple as “I slept in a comfortable bed last night.” In addition, items can be repeated on different days.

---

**POSITIVE TALK RALLY**

<table>
<thead>
<tr>
<th><strong>Materials:</strong></th>
<th>None required (bell or whistle optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Setup:</strong></td>
<td>Inside or on court, working in pairs</td>
</tr>
<tr>
<td><strong>Time:</strong></td>
<td>15 minutes</td>
</tr>
</tbody>
</table>

1. **Pair up participants.** Explain that this activity is about positive thinking and teamwork and that they will be working in pairs. When they have their partners, ask them to decide who is A and who is B.

2. **Explain the activity.** Ask the A’s to think of at least one positive thing to say about the other, related to their game of tennis, how they interact with others at First Serve, or even if they like their T-shirt or their hairstyle. The point is that even if there might be some negative things about that person, you should always be able to think of at least one positive thing to say. After about 20 seconds, have B do the same for A.

3. **Change partners.** Repeat the exercise with different partners. Call out when they should switch from partner A to partner B. You could use a whistle or bell to indicate when they should move on to other partners.

4. **Repeat later.** This activity can be repeated periodically throughout the year to boost positive energy. Participants should be able to think of other things to say as they get to know each other better.
BUILDING TEAM SPIRIT

| Materials: | A few rackets & balls |
| Setup:     | On court, role-play   |
| Time:      | 20 minutes            |

1. **Explain activity.** Explain that a few people are going to be hitting balls and the rest are going to act as team cheerleaders, calling out positive comments as they play.

2. **Select players.** Ask for two volunteers to rally back and forth, practicing their forehands and backhands. (Depending on the age group, you could give them further directions such as keep your racket head up, keep your eye on the ball, hit the ball deep, try to come to net, etc.) Alternatively, you could ask for two players to practice serving from the same side. Make sure the other players know the names of the kids playing, so they can use names when cheering them on.

3. **Advise the cheering teammates.** Ask the rest of the group to play the role of teammates watching from the sidelines. Each person, in turn, has to come up with an encouraging phrase as he or she watches play. (Great shot, Joe! Good job! Keep trying! Way to go, Alicia! You’ll get it! Good try!) Each successive kid must come up with something new. If the group of watchers is fairly small, go around at least twice to make it more difficult to come up with new, cheerleading phrases. The comments must be positive.

4. **Change players.** If there’s time, you could ask for new volunteers to become the players. Ask the retiring players what it felt like to be cheered on in their play, and what the cheerleaders thought as well.
## RELAX AND STAY POSITIVE

| Materials: | None required |
| Setup:     | On court, group activity in a circle |
| Time:      | 15 minutes |

Practice any favorite relaxation exercise with participants in a group. You probably have many you use with different age groups. Make sure to discuss how relaxing during practice or difficult situations can help them stay focused and positive. Below are just some examples.

1. **Relaxing the shoulders:**
   1. Have participants stand in a circle.
   2. Ask them to raise their shoulders to their ears and hold them there while holding their breath and tensing their muscles.
   3. Then ask them to drop their shoulders down while breathing out and relaxing the muscles.
   4. Repeat at least twice.
   5. Finally, have them roll their shoulders in a circle, first forward, then up, then back, then back to neutral. Repeat at least twice.

2. **Breathing slowly while lying down:**
   - Have participants form a circle.
   - Then ask them to lie on their backs, close their eyes, and arrange their arms at their sides with the palms facing up.
   - Guide them in taking a slow, deep breath to the count of five, holding the breath for another count of five, letting it all the way out to a count of five, then holding it out for another count of five. (Quietly verbalize the count to five each time.)
   - Have them repeat the slow-breathing process several times.

3. **Tensing and relaxing the body:**
   - Have participants form a circle.
   - Then ask them to lie on their backs and close their eyes, with their arms at their sides.
   - Ask them to tense their bodies completely, including their neck, face, arms, fists, legs, and feet.
   - Then ask them to relax each part of their body, starting with their hands, arms, face, neck and torso, and finally their legs and feet. Ask them to pretend that their body is a very heavy weight that is sinking into the ground.
AWARENESS OF POSITIVE TALK

| **Materials:** | Rubber bands or tennis bracelets |
| **Setup:** | On court or indoor tennis activity |
| **Time:** | 20 minutes |

This activity creates awareness of positive self-talk and positive comments to others. The exercise can easily be done during almost any tennis activity.

1. **Discuss positive talk.** Take a few minutes to review the benefits of using positive self-talk and positive comments to others. (you feel better and make others feel better, you tend to make more progress in learning, you have more fun, it’s encouraging to be cheered on, even by yourself, you have more energy with positive talk, you’re a better team player and friend)

2. **Hand out rubber bands.** Use rubber bands or tennis bracelets so participants can shift from one wrist to the other when monitoring positive talk. Give several to each person and ask them to put them on their non-dominant wrist—the one they use to toss the ball when they serve.

3. **Explain the activity.** Explain that they are going keep track of their positive comments to themselves and to others throughout their tennis activity. Whenever they hear themselves saying something positive to another player or to themselves while they play, they should take a band from their non-dominant wrist and move it to the other wrist. The more bands they move, the more successful they are being as a positive team player. Running out of bands is a good thing!

4. **Check in at the end.** At the end of class, take a few moments to see how people did and how many have all of the bands on the “positive wrist.” You might also ask them what types of comments they made. Remember, focus on the positives.
Unit 3: Understanding Rules

PRACTICE ACTIVITIES

TENNIS TERMS OR RULES COMPETITION

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Flipchart or poster of tennis terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setup:</td>
<td>Inside (or on court so you can demonstrate terms), two teams</td>
</tr>
<tr>
<td>Time:</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>

This activity gets participants more familiar with some basic tennis terms related to rules, scoring, and play. Have two teams compete to define the terms you choose.

1. **Create a list of tennis terms on a flipchart or poster.** Having them on a chart in front of the group gives them some time to think of what they mean before the teams are called upon to define the terms. You can make up the list based on the level of experience of your group. You can also use the terms in the back of the Playbook.

2. **Explain the competition.** Explain that there will be two teams competing to describe what these tennis terms and mean. (They could also name their teams using some tennis term they know.) You could give one point for easier words and two points for more difficult ones, which you would list in different columns. Alternate calling on each team. Each team chooses a word from the list and comes up with a definition, and then the word is checked off the list. If any word stumps one team, let the other team try to define it for extra points. If words stump both teams, let a volunteer participant read out the definition from your Playbook.

3. **Keep score.** Keep a running total of the score of each team and put it on the bottom of the flipchart or have a separate flipchart for scoring.

4. **Winner.** At the end of the competition, declare one team the winner. Also, explain that they can get familiar with more tennis terms by reading through the glossary at the end of their Playbooks.

5. **Variation.** Repeat steps 1 through 4 using rules instead of terms. You will probably have to abbreviate the rules for the competition. Alternate asking each team what they should do according to the rules is a given situation.
LINE CALL ETIQUETTE

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Flipchart (to keep score), paper &amp; pencils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setup:</td>
<td>Preferably on court, group discussion and demonstration</td>
</tr>
<tr>
<td>Time:</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>

In this activity, you provide participants with some more background on the etiquette of calling the lines in a game of tennis—when they are playing in class, with their friends, or in a tournament without an official calling the lines.

1. **Create teams.** Once again, you could create two teams to try to give the right answer to a set of questions you will put to them on the correct etiquette in calling the lines. (The two teams could give themselves names related to tennis.) Provide a pencil and paper for the correct answers to be written down.

2. **Explain the competition.** Explain to participants that you are going to put several questions to them with two different answers. You will give them a few minutes to agree on the right answer, which they should write on a piece of paper. When both teams are ready, ask each team to read out their answers. Teams get two points for each correct answer.

3. **Keep score.** Record their scores on a flipchart or something that they can see. Declare a winner at the end.

4. **Sample questions:**
   
   1) When you hit your ball to the other side of the net, who makes the call about whether the ball is in or out? You or your opponent? *(opponent)*

   2) If the ball is mostly outside the line but a bit of the ball touches the outside edge of the line, is the ball called IN or OUT? *(IN)*

   3) If you think the ball was out but you didn’t actually see it clearly, should you call it IN or OUT? *(IN)*

   4) If a ball goes past you and you can’t see where it lands, do you call it IN or OUT? *(IN)*

   5) You are playing doubles and your partner calls a ball out that you saw clearly was in, do you change the call to IN or leave the call OUT? *(IN)*
MAKING KIDS’ RULES

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Flipchart &amp; markers (paper &amp; pencils optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setup:</td>
<td>Inside or on court, group discussion</td>
</tr>
<tr>
<td>Time:</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>

1. **Identify a situation that needs a set of rules.** Getting kids involved in creating rules for the group empowers them and helps them commit to following the rules. Ask them to identify a situation that calls for a specific set of rules that they should follow. Below are some examples:
   - Doing homework at First Serve.
   - Keeping the courts and equipment organized and clean.
   - Picking up balls during and after tennis activities.
   - How they should treat new faces or strangers at the First Serve.
   - First Serve attendance policies and how they should deal with absences.

2. **Generate ideas.** Working with the whole group, ask them to give you ideas for the chosen set of rules and write them on a flipchart. (Alternatively, you could have small groups work on their ideas for 10 minutes or so, with paper and pencil, and then come back together and have them read out their ideas for you to put on the flipchart.)

3. **Refine the list.** People are likely to come up with duplicates and slight variations of certain ideas. After the session, simplify all their ideas into one clear list and then hand it around to the group at the next session and/or post it at the site so everyone can see it.

LEARNING NEW TENNIS RULES

<table>
<thead>
<tr>
<th>Materials:</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setup:</td>
<td>Inside or on court, group discussion</td>
</tr>
<tr>
<td>Time:</td>
<td>10 minutes to explain assignment</td>
</tr>
</tbody>
</table>

1. **Give them an assignment.** Explain that they have to come up with one new rule about playing tennis that they did not know before and bring it to the next session. The rule could relate to etiquette on the court, scoring, serving, or some other issue related to play.

2. **Resources.** Ask them how they might look for a rule and what people or other resources they could go to. Eventually, make sure that they are familiar with various options, like asking older players, adult volunteers, or instructors at the site, asking someone in their neighborhood, researching on the Internet, finding a book in the library, borrowing the USTA rule book, *Friend at Court*, or borrowing a USA Team Tennis book from the coach.

3. **Follow-up.** At the next session, have participants read out the rules they found. Add discussion wherever helpful. This activity can be done on a regular basis to help participants learn tennis rules over an extended period.
Unit 4: Practicing Proper Hygiene

PRACTICE ACTIVITIES

HEALTHY CHOICES RALLY

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Tennis equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setup:</td>
<td>On court</td>
</tr>
<tr>
<td>Time:</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>

1. **Review.** Introduce this activity by referring back to the categories on the Healthy Habits poster from Foundation Lesson 4.1. Review healthy habits in the areas of 1) eating and drinking, 2) physical fitness and exercise, 3) emotional well-being, and 4) personal hygiene. Indicate that we all make choices in each of these areas every day. Good choices help us stay healthy and bad choices can have a negative affect. Therefore, it is important to be aware of the good choices available to us.

2. **Explain the healthy choice rally.** The coach divides the players into two lines—one on each side of the court. The coach feeds the ball to one player and at the same time addresses the player by name and asks them to “make a healthy choice” in a particular category. For example, “Robert,”

   - Name a healthy snack?
   - Give me an example of positive self-talk?
   - Name a healthy drink?
   - When do you wash your hands?
   - How often do you brush your teeth?
   - How do you stay fit?
   - What vegetable do you like?
   - What shoes do you wear on the court?

3. **Rally with all participants.** The player must answer while hitting the ball. After the point, the coach feeds a second ball to the other player and asks them to make a healthy choice—the questions can be the same or different. After each has made healthy choices, two new players rotate in to replace those leaving—who in turn run to the end of the lines, on the opposite side of the court. Have the kids waiting to play make comments on whether the choices were “healthy” or “unhealthy.” Keep the rally going so all participants answer several different questions. Have fun with the questions and keep the game moving as fast as possible.

4. **Discuss the importance of making healthy choices.** At the end of the game reconvene the participants as a group and ask them to share some things they learned about making healthy choices. Remind them they make many choices every day that affects their health and well-being. Making the right choices keeps them healthy.
HEALTHY CHOICES TEAM CHALLENGE

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Index cards, chart board, markers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setup:</td>
<td>Inside or outside activity and discussion</td>
</tr>
<tr>
<td>Time:</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>

1. **Generate scenarios.** Write several scenarios on a set of index cards. The scenarios should reflect daily situations where participants have to make a choice that affects their personal health. Here are some examples:

   - You are playing tennis on a hot sunny day. What will you wear and what will you drink while you play?
   - It is 10:00 at night and you just finished eating a candy bar and a piece of chocolate cake while watching a movie. You have a big tournament in the morning. What will you do?
   - Several of your friends are “experimenting” with a cigarette after school. They want you to try it with them. What will you do?
   - You are at a friend’s house after school, about one hour before you have to play a tennis match. His mother offers you a snack of “sweet cherry soda, double-sugar donuts.” What will you do?
   - You are walking home with a friend after a tennis match on a hot day. Your hands are dirty, your clothes are wet, and you are dripping with sweat. Your friend’s mother asks you to eat dinner with them in one hour. What will you do?

2. **Explain the challenge.** Break the participants into teams of three or four. Tell them they will be listening to situations where they will have to make a choice about what to do. They will work as a team to complete the situation—they will provide an ending to the situation that reflects a positive healthy choice.

3. **Play the game.** Ask a participant to select a card. Read the scenario to all of the teams. Give them one minute to create and ending to the situation that reflects a healthy choice. Each team presents their ending and states why it is a good choice.

4. **Vote on the “healthiest” ending.** After each team has reported, have all participants vote on the best or “healthiest” ending. The coach acts as a moderator to identify a winning team for each scenario. Complete at least five scenarios in this way.

5. **Keep score and congratulate the winning team.** Keep score on a flip chart and provide some type of social recognition to the winning team. Close by discussing how these examples represent the kinds of situations they face on a daily basis. Making good choices will help them stay healthy.
Unit 5: Talking With Others

PRACTICE ACTIVITIES

“COACH SAYS”

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Tennis equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setup:</td>
<td>On court, group activity</td>
</tr>
<tr>
<td>Time:</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>

1. **Set up the game.** This game is similar to “Simon Says.” Split the group into two large teams (about ten on each team). Tell participants they must listen and follow the coach’s directions after the words “Coach Says.” Remind them to do only what they hear after “Coach Says.” If they do not hear “Coach Says,” they should do nothing. Practice a few directions.

2. **Play the game.** Play the game by delivering commands that include a set of directions from very simple to complex. After each command, the individuals on each team must do EXACTLY what “Coach Says” or they are eliminated. If they do something without the “Coach Says” preface, they are also eliminated.

3. **Identify a winning team.** The team with the last participant standing wins the game. Encourage participants to listen and work for their team. Repeat the game often.

THE LISTENING GAME

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Paper &amp; pen to jot down sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setup:</td>
<td>On court or somewhere else outside</td>
</tr>
<tr>
<td>Time:</td>
<td>15-20 minutes</td>
</tr>
</tbody>
</table>

1. **Take the group outside.** Take participants outside to a space where they can lie down with a fair amount of space between them. Ask them to lie down, shut their eyes, and just listen.

2. **Explain the listening game.** Explain that they are going to try to identify as many sounds as they can. When they can identify the sound that they hear, ask them to call it out. Explain that after a sound is named, people can only call out a new sound. They see how many things they can hear and identify by listening carefully.

3. **Record the answers.** Jot down their answers so you can see how many things they identified. (This can also be done in two teams, each competing to see who can identify more sounds).
TENNIS SOUNDS LISTENING GAME

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Racket &amp; ball</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setup:</td>
<td>On court, group activity</td>
</tr>
<tr>
<td>Time:</td>
<td>20-30 minutes</td>
</tr>
</tbody>
</table>

1. Take the group out to the court. Take participants to the court and ask them to lie down and shut their eyes.

2. Explain the listening game. Explain that you are going to make various typical sounds on the tennis court and ask them to identify them. Then use the racket, ball, net, court, and fence to create a few different sounds and ask the participants to describe what they are. The sounds might include:
   - A ball hitting the racket strings
   - A ball hitting a racket on the wood
   - A player running on the court
   - A ball being hit into the net
   - A ball bouncing up and down on the racket strings, or up and down on the court
   - A ball being hit into the fence
   - Kicking the fence
   - Hitting the racket strings with your hand
   - A racket being thrown down on the court
   - A ball being smashed into the court by hand
   - Someone calling out a fault
   - Someone calling out the score, etc.

3. Give participants a turn. Allow participants, one at a time, to create sounds and have others identify them.
LEARNING SOMETHING NEW IN A CONVERSATION

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Tennis balls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setup:</td>
<td>Inside or on court, group activity</td>
</tr>
<tr>
<td>Time:</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>

3. **Identify topics.** Hand out index cards and have participants write down a topic they can discuss with someone else—something they know a lot about. Indicate their peers will be asking questions to learn about their topics. It can be something they do at home, something they learned at school, or a hobby or a sport they do frequently.

4. **Break the group into pairs.** Pair the participants for practice on “interpersonal conversation skills.”

5. **Introduce practice on conversation skills.** The goal of the exercise is to have them learn new information about their partner’s topic. They will practice the entire conversational model, with participants asking good questions, being good listeners, and responding in a way that keeps the conversation going. They can use tennis balls if this makes them feel more comfortable (as they did 5.1 the conversation ball rally).

6. **Have each pair perform.** Ask each pair to carry on a conversation in front of the group. One person is trying to learn about the other person’s topic and keep the conversation going to learn as much as possible. After the discussion, ask the observers to comment on how well the pair discussed the topic—focusing on questions and answers they recall—and how much they learned about the topic. Have several pairs repeat the process.
Unit 6: Appreciating Diversity

PRACTICE ACTIVITIES

DIVERSITY ON THE TENNIS TOUR

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Access to computers and the Internet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setup:</td>
<td>Inside, independent work or in pairs or in small groups</td>
</tr>
<tr>
<td>Time:</td>
<td>Up to participants</td>
</tr>
</tbody>
</table>

This activity could be done in different ways, depending on the age of participants and their knowledge of the Internet. A few versions are outlined below. Participants could also choose individually which of the three tasks to do. If participants are not familiar with players, help them pick out a player by desired country, gender, age, ethnicity, etc.

1. **Comparison.** Participants pick out two professional tennis players that have not already been discussed in class and research them using information found on www.atptennis.com, www.sonyericssonwttatour.com, and other Internet sources. They might choose one from the U.S. and one from another country. It’s up to them what information they want to compare (age, ranking, number in family, age when turned pro, career earnings, strength of their game, grand slam tournaments won, etc.). However, they should be able to tell the rest of the group several interesting ways that the two players are either different or similar. People could work independently or in pairs.

2. **Country research.** Participants pick out a professional tennis player from another country and then research information about that country’s religion(s), foods, music, dance, geography, tourist spots, etc. They should have an opportunity to report on their research to the rest of the group. Again, participants could work independently, in pairs, or in small groups—each person taking different aspects of the country to tackle.

3. **#1 Tennis players.** It also might be interesting for participants to research two or three people who have been #1 tennis players and look at their physical characteristics and the variety of backgrounds they come from—different nationalities, different economic and political conditions, different family situations, etc. Many or most characteristics may be different; they may find that the only obvious similarities are talent and a determination to succeed.
DIVERSITY IN WHAT WE EAT

Materials: None (unless participants bring in pictures or samples)
Setup: Inside or on court, group discussion
Time: 15 minutes

If you can announce this activity ahead of time, participants might be able to ask their families about foods specific to their cultural background before they come to class. They might even be able to bring in pictures from magazines or samples to share with others.

1. **Identify special foods of participants’ ethnic groups.** Based on earlier activities in this unit, review with participants the different ethnic or cultural backgrounds represented in the class. Ask participants from each group if they know of any special foods that are more associated with their ethnic group than any other. Do they eat these at home? Do they like them?

2. **Identify special foods of other ethnic groups.** You could ask what foods are associated with other ethnic groups and nationalities in the world—possibly represented by the international tennis players they looked at earlier. Some examples are provided below, but participants can probably come up with more of them and better ones.
   - Russian: borscht (beet soup), potato cakes, beef stroganoff
   - Mexican: tortillas, enchiladas
   - Italian: pizza and pasta, gelato
   - Japanese: sushi and rice
   - Indian: curry and rice
   - German: sauerkraut, sausage
   - British: roast beef and Yorkshire pudding

3. **Discuss the benefits of variety in what we eat.** This discussion should focus on the benefits of different ethnic foods because they often include a variety of fruits, vegetables, grains, and proteins. In addition, the variety of tastes and textures makes eating more interesting and enjoyable.
TENNIS SHOT DIVERSITY

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Deck of tennis shots</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setup:</td>
<td>On court</td>
</tr>
<tr>
<td>Time:</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>

1. **Preparation.** Make a “deck” of shots. Create a stack of index cards with different types of tennis shots written on them (overhead smash, forehand drive down the line, backhand topspin cross-court, etc). Have fun and include a few trick shots like a “between the legs forehand ground stroke.”

2. **Activity introduction.** Explain there are many different types of shots and spins that a good tennis player can use when playing in a match. Suggest most good professional tennis players have a very diverse set of shots available to them. They may have one particular shot they rely on, but they can hit many others as well. Quickly demonstrate a few special shots for the participants so they get the idea (for example, an underspin backhand, sidespin serve, and topspin lob forehand).

3. **Shuffle the deck and pick a shot.** Have one participant pick a card (depending on the number of participants you can have the kids pick in teams of two). The coach must demonstrate the shot picked, as the participant attempts to return the shot and play the point. Make sure all participants get a chance to pick a card and attempt to return.

4. **Modify according to participants age and ability.** Be aware of ability levels (as most kids will be beginners) when demonstrating shots. If necessary, hit very soft topspin forehand or a light serve from the service line, so that the kids have a chance to return and play a point. You should also offer brief comments on how they go about creating the different spins demonstrated during each point.

5. **Closing discussion.** Ask participants if they would rather play against someone who hits the same shot, at the same pace, with same spin every time or someone who can hit all kinds of different shots. Reinforce, on the tennis court, they can benefit from diversity (being able to hit many different shots) just like they can benefit from having friends with a variety of skills and interests. Close with the idea that diversity helps us to be well-rounded people, both on and off the tennis court.
GAME KNOWLEDGE TEST

**Directions:** Read each question and circle the correct answer. There is only one correct answer for each question. If you need help, ask your coach or the person giving the test.

1. I should introduce myself properly when I meet a new person.
   - True
   - False

2. Every person is unique and brings special interests and skills to First Serve. This is called:
   - a) Friendship
   - b) Diversity
   - c) Competition

3. What are the three P’s?
   - a) Participate, Practice, and Play
   - b) Practice, Practice, Practice
   - c) Participate, be Positive, and Practice to improve

4. A good listener uses “positive body language” and does not interrupt when others are talking.
   - True
   - False

5. Which statement is an example of positive self-talk?
   - a) “I hope my opponent plays really bad and doesn’t beat me in this set”
   - b) “If I could only serve like I did last week”
   - c) “I practiced hard, I’m prepared, so I know I will do my best”

6. Good teammates help you do your best and offer support whenever they can.
   - True
   - False

7. Practicing healthy habits is only important for older people.
   - True
   - False

8. Which list below shows the proper dress for playing tennis?
   - a) Flip flops, tank top, and shorts
   - b) Jeans, belt, sweater, and sandals
   - c) Shorts, T-shirt, hat, and tennis shoes

9. What are the three parts of a conversation?
   - a) Asking questions, listening to the reply, and responding to that reply
   - b) Asking questions, interrupting and giving all the answers
   - c) Asking questions, listening to the reply, looking away

10. The skills I learn at First Serve can help me at home and school.
    - True
    - False
11. A good listener:
   a) Pays attention with his body and eyes
   b) Answers all the questions
   c) Looks around

12. Which one of the following is an open-ended question?
   a) Do you have brothers and sisters?
   b) Did you have fun playing tennis?
   c) What do you like about school?

13. If you know a person’s cultural background, you know how well they play tennis.
   True    False

14. The best tennis players have this in common.
   a) They are tall with long arms
   b) They are short and fast
   c) They stay positive and practice

15. How do you introduce yourself at First Serve?
   a) Look down, shake hands, and state my name
   b) Stand up straight, look at the person and smile, state my name, and offer a firm handshake
   c) Wait for the person to approach me, shake hands and then start to talk

16. Taking a shower and brushing your teeth shows you care about yourself.
   True    False

17. Rules are important in tennis because:
   a) The law says you must have rules in sports
   b) Rules help keep the game fair and fun
   c) You cannot play without rules

18. You should ask a closed question if you want a great deal of information and a long answer.
   True    False

19. Which answer describes full participation?
   a) Show up, take charge, and be quiet
   b) Come to practice sometimes, talk a lot, and be active
   c) Show up, listen, ask questions, and try all activities

20. Which comment would you expect to hear from a team player?
   a) “Keep trying, you are almost there, you can do it”
   b) “I don’t think you can ever beat her in tennis”
   c) “I can’t practice with you because I’m older and better”
GAME SKILL DEMONSTRATION

Directions: Administer this skill demonstration individually with each participant. They should be familiar with performing the skills as the participants have practiced them many times. Questions should be clear and direct as indicated. Additional prompting and clarification is fine—as long as you do not give a participant the target action or response.

<table>
<thead>
<tr>
<th>Question to Prompt Behavior</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Show me the proper way to introduce yourself to a new coach at First Serve. (1 point = 2 elements correct, 2 points = 4 or 5 elements correct; “ask a question” is not required)</td>
<td></td>
</tr>
<tr>
<td>2. Share two examples of positive self-talk when you are preparing for a math test. What can you say to yourself to stay positive? (1 point for each acceptable answer verbalized aloud)</td>
<td></td>
</tr>
<tr>
<td>3. Provide two examples of positive things you say, or do, to support your teammates on the tennis court. (1 point for each acceptable answer verbalized, or demonstrated)</td>
<td></td>
</tr>
<tr>
<td>4. Tell me, or show me, two things you do to take care of your environment at First Serve. (1 point for each acceptable answer verbalized, or demonstrated)</td>
<td></td>
</tr>
<tr>
<td>5. First, show me what it looks like to be a good listener. Next, show me what you should not do when someone is talking to you. Demonstrate the body language. (1 point for each action, positive and negative)</td>
<td></td>
</tr>
<tr>
<td>6. First, state a rule at First Serve and tell why it is important to follow that rule. Next, state a rule at school and tell why it is important to follow that rule. (1 point for each acceptable answer)</td>
<td></td>
</tr>
<tr>
<td>7. State or show me what you should wear, when playing tennis on a hot sunny day, in order to stay healthy. Start at your head and work down to your feet. (1 point = 3 items, 2 points = 5 items)</td>
<td></td>
</tr>
<tr>
<td>8. Describe four things you do to take care of your body. Also tell me where, and what time of day, you usually do them. (1 point = 2 examples, 2 points = 4 examples)</td>
<td></td>
</tr>
<tr>
<td>9. Show me how you start a conversation and keep it going. (1 point for asking a good question, 2 points for following up by listening and responding)</td>
<td></td>
</tr>
<tr>
<td>10. Think of two First Serve teammates. Name one way each of them is different from you. What have you learned from those differences? (1 point for each acceptable answer)</td>
<td></td>
</tr>
</tbody>
</table>

Total Score (20 possible)
## Game Graduation Challenge Summary

<table>
<thead>
<tr>
<th>Participation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Playbook:</strong> All Playbook activities are complete. Playbook has been reviewed and signed by the First Serve Life Skills Coach.</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>First Serve Reporting:</strong> Participant has been entered in the First Serve monthly reporting since beginning the program.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Knowledge</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge Test:</strong> Scored 15 or better on the objective knowledge test. Can be taken more than once.</td>
<td>Score:</td>
</tr>
<tr>
<td><strong>Skill Demonstration:</strong> Scored 15 or better on the skill demonstration. Can be taken more than once.</td>
<td>Score:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Application</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Application Using MyServe:</strong> All MyServe activities and corresponding Playbook assignments are complete. The participant can describe how they applied the life skills in these activities.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

*I certify that the above named First Serve participant has met all requirements to graduate from the Game Level.*

___________________________      ____________________________     ________________
Coach Name (Print)                            Coach Signature                                    Date