



Mini Tennis Red Award 5



Approximate court size: Full Red court

Approximate age: 6-8. The Everyball Tennis Award 5 is highly aspirational. A 'black belt'.

	Game situation	Skill
1.1	When serving	Can serve with coordinated arms showing separation (non-dominant arm 'up' to place ball in air and dominant arm back to prepare racket to throw). Grip is eastern towards chopper and throwing action shows a drop of racket head when ball is at apex of placement, with elbow climbing. As throwing arm extends, strings are presented underneath ball before contact, edge of racket having led. Balance in set-up, balance in pre-throw, balance on finish demonstrated.
2.2	When throwing	Can over-arm throw from good <i>pre-throw position</i> (side-on, elbow to shoulder line level, palm facing out, upper-arm to arm and upper-arm to trunk angle approximately 90 degrees) from service line into diagonal service box and/or beyond. Can show slight tilt of shoulders to increase height of throw with back hip finishing higher than front hip in tip stance.
3.1	When playing FH	Can, from a ready position with shake-hands/eastern FH or semi-western grip, receive a ball from coach/leader/peer by making a <i>unit turn</i> (open gate, strings still largely behind ball but will move to side-on as racket moves beyond hitting shoulder) to <i>beat the bounce</i> and play back over the net with a longer low to high <i>swing feel</i> (speed before and after contact) <i>shaping the ball with topspin</i> . Extended follow-through, elbow pointing towards target and level with shoulder, tip-stance finish.
3.2	When playing BH	Can, from a ready position with bottom hand in chopper grip, top hand in eastern FH, receive a ball from coach/leader/peer by making a <i>unit turn</i> (open gate, racket face/strings vertical to court as racket moves beyond back shoulder) to <i>beat the bounce</i> and play back over the net with a longer low to high <i>swing feel</i> (speed before and after contact) <i>shaping the ball with topspin</i> . Extended follow-through, non-dominant elbow pointing towards target and level with shoulder, tip-stance finish.
3.3	When rallying	Can have a baseline to baseline rally with a coach/leader/peer <i>beating the bounce of the outgoing ball</i> (recover to appropriate position based on direction and effectiveness of shot before opponent replies).
3.4	When rallying	Can demonstrate <i>split/bounce/hit</i> timing with contact at top of bounce or marginally on the fall. Can call out 'split' when partner contacts the ball and can <i>split-step</i> with <i>athletic look</i> ready to move and prepare to next shot finding best contact point.
3.5	When rallying	Can rally with control and direction (cross-court and down-line) with a peer.
4.1	When at net	Can play both FH and Bh volleys from ready position at net (finding 45 degree <i>show the strings starting position</i>) and direct the ball to cross-court and down-line target areas with chopper grip. Can lead with 'heel of hand' to create leading bottom edge and rainbow shape to ball trajectory. As well as this can arrive at net behind a shorter ball to assume good ready position with correct timing/stop to split-step. Overhead - from ready position, can set-up in a side-on pre throw position and time contact to bring ball down into court and can control direction cross-court or down-line.
5.1	At play	Can play the game of Mini Tennis Red and can articulate the 'magic 5 ways' of winning losing a point. Regularly takes part in internal Play the Game sessions and has played a Mini Red event outside the club. <u>Magic 5</u> 1. Double fault 2. Double bounce

		<p>3. In net 4. Out 5. Miss Can keep a Mini Tennis Red tie-break score Is developing tactical strategies around exploiting opponent's time and space whilst controlling own and shows awareness of opponent's strengths and weaknesses whilst using and protecting own.</p>
5.2	The learner	Can listen and carry out instructions from the coach/leader with no parental support from the side to do so. Can greet a coach 'hello' and can thank them at end of session with a high 5!
5.3	The learner	Can begin to reflect on <i>what to do differently next time</i> (self-correction) and can articulate what went well (www) and even better if (ebi).