

**LAUSD- Fifth Grade Physical Education Matrix Chart**  
**Instructional Component 1- Individual and Dual Activities**  
**Suggested Length of Unit: Three to Four Weeks (15-21 lessons)**

**Fifth Grade**  
**Striking with a Racket**

Fifth grade students continue to manipulate an array of objects using eye-hand and eye-foot coordination. At this age the emphasis shifts to improving accuracy and distance while efficiently manipulating objects using body parts (e.g., hand, foot) or implements (e.g., racket, bat). It is important for students to learn racquet skills at an early age. The fundamental skills that are developed lay a strong foundation for success in future physical activities and enable students to embrace an active lifestyle throughout their lives. According to the USTA, tennis stimulates the mind, body, and emotions and fosters cooperative and competitive skill development. In fact, a number of studies indicate that tennis cuts the risk of heart disease helps foster sociability, mental focus, teamwork, and discipline is a great stress reducer and burns more calories than many other popular sports. The beauty of tennis is that it is free of limitations based on gender, physical size, and age.

**Standards for Instructional Component 1**

**Standard Set 1: Motor Skills and Movement Patterns-** Demonstrate motor skills and movement patterns needed to perform a variety of physical activities:

- 1.10 Strike a dropped ball with a racket/paddle toward a target using the forehand movement pattern.
- 1.11 Backhand hit a softly tossed ball with a paddle/racket.
- 1.17 Volley a tossed ball to an intended location.

**Standard Set 2: Movement Concepts, Principles, and Strategies-** Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.

- 2.3 Explain how to adjust body position to catch a ball thrown off center.
- 2.4 Identify the following striking phases: preparation, application of force, follow through, and recovery.

**Standard Set 3: Assess and Maintain a Level of Physical Fitness-** Assess and maintain a level of physical fitness to improve health and performance.

- 3.1 Demonstrate how to warm-up muscles and joints prior to running, jumping, kicking, throwing, and striking.
- 3.6 Perform flexibility exercises that will stretch specific muscle areas for given physical activities.

**Standard Set 4: Knowledge of Physical Fitness Concepts, Principles, and Strategies-** Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

- 4.10 Compare target heart rate and perceived exertion during physical activity.

**Standard Set 5: Knowledge of Psychological and Sociological Concepts, Principles, and Strategies-** Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.

5.2 Work toward a long-term physical activity goal and record progress data.

**Fifth Grade Instructional Component 1**

**Key Concept for Content Standard Group: Striking with an implement**

<b>Content Standard Group</b>	<b>Analyzed Standard</b>	<b>Sample Performance Task</b>	<b>Sample Scoring Criteria for Performance Task</b>
1.10	Students demonstrate how to hit a dropped ball with a racket/paddle toward a target using the forehand movement pattern.	In pairs of two, one student will use a small racket/paddle to underhand serve 5 balls, self dropped over a low net into a six foot square at a diagonal angle. The second student will catch and collect the 5 served balls, then switch rolls with their partner.	Student successfully hits three out of five underhand serves using the forehand movement pattern.
1.11	Students use the backhand to hit a softly tossed ball with a racket/paddle.	In pairs, one student will use a small racket/paddle to backhand hit a softly tossed ball from their partner 5 times.	Student successfully hits three out of five balls with the center of the racket for a passing score.
1.17	Students use a racket/paddle to volley a softly tossed ball to a target.	In pairs, one student will use a small racket/paddle to volley a softly tossed ball from their partner.	Student skillfully volleys a softly tossed ball from their partner 5 times to an intended target 3'x3', 10 feet away and 3' off the ground.

**Fifth Grade Instructional Component 1**

<b>Content Standard Group</b>	<b>Analyzed Standard</b>	<b>Sample Performance Task</b>	<b>Sample Scoring Criteria for Performance Task</b>
<b>2.3</b>	Students know how to position their body to catch a ball that is thrown off center.	Students describe how to adjust body position to catch a ball thrown off center.	Student's explanation includes: tracking the ball to adjust the body forward, backward or sideways in order to position their body behind the ball.
<b>2.4</b>	Students know the following striking phases: preparation, application of force, follow through, and recovery.	Students use oral or written communication to identify the following striking phases: preparation, application of force, follow through, and recovery of the forehand and backhand serves.	A proficient response should include the following components in sequential order: the striking phase (point of contact), preparation (being behind the ball), the motion of each stroke including the follow through and recovery (back to the ready position).
<b>3.1</b>	Students show how to warm-up muscles and joints prior to running, jumping, kicking, throwing, and striking.	Students create and demonstrate warm-up exercises prior to the start of daily lesson.	Student's product should reflect safe and specific biomechanical warm-up exercises designed for running, jumping, kicking, throwing, and striking.
<b>3.6</b>	Students perform flexibility exercises that will stretch specific muscle areas for racquet sports (legs, trunk and shoulders).	Students will perform specific flexibility exercises that will stretch the shoulders, trunk rotators and all leg muscles.	Student performs exercises specific to the shoulders, trunk and the major muscles in the legs. Movement is slow and biomechanically correct.
<b>4.10</b>	Students are to compare target heart rate and perceived exertion during physical activity.	Students will compare their target heart rate and their perceived exertion during the warm-up, and the learning activity.	Student's comparison should include the differences between the target heart rate and perceived exertion levels.

**Fifth Grade Instructional Component 1**

<b>Content Standard Group</b>	<b>Analyzed Standard</b>	<b>Sample Performance Task</b>	<b>Sample Scoring Criteria for Performance Task</b>
5.2	Students work toward a long-term physical activity goal and record progress data.	Students will work toward a long-term physical activity goal and record the data of their progress in weekly log.	Student's log should include a minimum of 3 entries per week and be legible. The recorded data should reflect progress toward improving the identified activity and goal.

**Equipment and Instructional Materials**

- 1 Transition ball per student
- 1 Racquet per student of varying sizes
- Targets
- Nets/barriers
- Chalk
- Tape
- Rope
- Throw lines
- Caution tape
- Stop watch
- Measuring tape
- Courts

**Pre-assessment**

- Students will complete a questionnaire on their knowledge of tennis at the start of the unit. The questionnaire will include: grips, preparation, application of force, follow through and recovery for each stroke, history of tennis, how to retrieve your ball if it goes into the next court. Explain how to score the game of tennis.
- Students will record their scores of skills stations, the stations should include: underhand toss to a target, forehand and backhand self-bounce to a target, and volleying a tossed ball from a partner.

- In pairs of two, one student will use a small racket/paddle to underhand serve 5 balls, self dropped over a low net into a six foot square at a diagonal angle. The second student will catch and collect the 5 served balls, then switch rolls with their partner.
- In pairs of two, one student will use a small racket/paddle to backhand hit a softly tossed ball from their partner 5 times.
- In pairs of two, one student will use a small racket/paddle to volley a softly tossed ball from their partner 5 times to an intended target 3'x3', 10 feet away.
- In pairs of two, one student will underhand toss 10 balls from three different (15, 20 and 25 feet) distances to a target.

#### **Sample Scaffolding Strategies**

- Reduce the speed of the ball
- Reduce the distance the student must hit the ball
- Place the student closer to the net or target area
- Shorten or lighten the racquet
- Use larger, softer balls
- Set simple, easily achievable goals
- Enlarge the target area
- Hitting a ball suspended on a string
- Hitting a ball while standing still is easier than hitting on the run

#### **Learning Experiences**

##### **1. Break down of the skills and progression.**

A. Using the whole part whole method of instruction, demonstrate the forehand stroke.

B. Explain the three basic parts of the forehand stroke:

- Preparation: Early preparation is the key to a successful stroke. A player must move into a position where the ball can be comfortably struck.
- Application of force: weight transfer, racket pattern, and point of contact.
- Finish: follow through, and recovery.

C. Explain the three basic parts of the backhand stroke:

- Preparation: Early preparation is the key to a successful stroke. A player must move into a position where the ball can be comfortably struck.
- Application of force: weight transfer, racket pattern, and point of contact
- Finish: follow through, and recovery.

D. Explain the three basic parts of the forehand volley stroke:

- A volley is a stroke made by hitting the ball received from an opponent before it has touched the ground.
- Preparation: Early preparation is the key to a successful stroke. A player must move into a position where the ball can be comfortably struck.
- Application of force: weight transfer, racket pattern, and point of contact.
- Finish: follow through, and recovery.

E. Explain and demonstrate various grips:

- Forehand
- Backhand
- Volley

2. **Employing Specific Methods**

- Teach students a variety of ball-feeding methods
- Teach students the designated signal to start and stop activities
- Teach students optimum spacing distance for each activity
- Determine the appropriate protocol for distributing equipment prior to class (place the number of rackets and balls needed on the court at the net)

**Enrichment/Differentiated Instruction**

- A. Differentiated Instruction- It is possible to have multiply skill levels in a single class and to deliver different instruction and activities based on students' needs. A suggested activity is having students volley with balloons or beanbags to improve tracking skills.
- B. Enrichment – Teachers can often give instruction that broadens and extends student's level of understanding. Expanding the size of the practice area for the more skilled player will provide a greater challenge and enrichment.
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Provide information on places to play, teams, and tournaments outside of school. In addition, teachers can provide students with a list of extracurricular resources in the community where they can play, participate on teams, and in tournaments for continued growth .

#### **Culturally Relevant and Responsive Instruction**

- Use cultural knowledge, prior experiences, frames of reference, and performance styles of students to make learning encounters more relevant and effective.
- Create an accepting, affirmative, risk-free classroom environment in which the culture and language of each student is validated, valued and respected and authentic accomplishments are regularly recognized.
- Culturally relevant literature and instructional materials are infused into academically rigorous curricula organized around concepts that students are expected to know deeply.
- Utilize effective strategies such as K-W-L charts, cooperative learning, and authentic assessment
- Literature can be used to build prior knowledge and enhance students' awareness of a variety of tennis players, such as Arthur Ash, Serena Williams, and Pancho Gonzales.

#### **Accommodating Students with Special Needs**

1. Safety
  - Contact the school nurse or designee to obtain pertinent medical information
  - Be aware of the students' medical ID tags for disability
  - The teaching progression and learning tasks should be differentiated (when applicable) to fit student needs.
2. Students in Wheelchairs
  - When approaching the ball always keep the racquet in a hand-not in the lap-when pushing to the ball.
  - In the ready position, keep both hands on the push rim, with the racquet in one hand,
  - Forehand Positioning -- Turn the wheelchair by pushing the wheel on the non-dominant side while holding the wheelchair by pushing the wheel on the dominant side in place.

Backhand Positioning -- Turn the wheelchair by pushing the wheel on the dominant side while holding the wheel on the non-dominant side in place.

*(Note: This is more difficult than the forehand because of the need to push harder with the side that holds the racquet.)*

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#### **Equipment Tips**

- Substitute bean bags, beach balls, foam balls, or balloons for tennis balls in catching and hitting drills to develop hand-eye coordination
- Choose lightweight racquets to make the student's experience more pleasurable
- Increase the size of the targets to increase success (e.g., boxes, hula hoop, chalked squares)
- Use stationary teaching aids to lessen the skill requirement (e.g., tennis ball tether, ball on a string, Velcro ball & paddles)

#### **Instructional Tips**

- Plan lessons with realistic expectations.
- Encourage early success with appropriate lessons and drills (e.g., the volley, bump-ups and bump-downs, racquet rolls).
- Use target games and drills to maintain student interest.
- Build striking skills using moderate- to slow-paced feeds with larger balls (e.g., beach balls, balloons, bean bags).
- Teach two-handed grips or choked-up grips on the racquet handle for students with weak wrists or disabling wrist condition.
- Use demonstration techniques to simulate play (e.g., shadow and footwork drills, Simon Says)

#### **Communication Tips**

- Praise even small steps of success
- Communicate using tennis terms (with activities such as Simon Says)
- Encourage social interaction with activities that emphasize working cooperatively with partners.
- Promote good sportsmanship and appropriate behavior during drills and games (e.g., complimenting good shots, waiting turn, no shouting, good court etiquette).

#### **Suggested Lead-Up Activities**

- Tennis work-up
- Tennis baseball
- Crazy tennis
- Around the world
- Tennis "Horse"
- Vic-O-ram
- Short tennis
- Ralleyball or should this be raquetball



### Teaching Aids

1. Warm-up activities-  
Specific to the movements that you will use in the lesson and unit (e.g., move through the motions of the stroke, progressing from slow motion to full speed)
2. Stretches-  
Important to stretch the extensors and flexors of the forearm, shoulders, trunk rotators, abductors and adductors of the leg
3. Cool Down-  
Stretching while cooling down and reviewing the days lesson is important, repeat stretches that were specific to the day's lesson.
4. Skill tests-
  - In pairs of two, one student will use a small racket/paddle to underhand serve 5 balls, self dropped over a low net into a six foot square at a diagonal angle. The second student will catch and collect the 5 served balls, then switch rolls with their partner. Three accurately and correctly hit serves out of five will be passing.
  - In pairs of two, one student will use a small racket/paddle to backhand hit a softly tossed ball from their partner 5 times. Three out of five balls hit with the center of the racket will be passing.
  - In pairs of two, one student will use a small racket/paddle to volley a softly tossed ball from their partner 5 times to an intended target (3'x 3' circle), 10 feet away and 3' off the ground.
5. Teaching stations for Tennis Decathlon
6. Tennis Quiz
7. Tennis trivia

### Interdisciplinary Instruction

#### Language arts

- Use a thesaurus to identify synonyms for designated vocabulary words related to physical activity
  - Maintain a physical education journal in which students write about movement experiences
  - Read books related to physical activity and write a one page summary
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#### Mathematics

- Find the perimeter of a court with the dimensions (Singles: 27' X 78'; doubles: 36' X 78')
- Compute the percent of successful serves in a game based on the total number of serves and the number of successful serves.
- Use graphs and charts to record successful serves of individuals and teams.

#### History/Social Science

- Develop a sports timeline
- Locate the home state of various sport teams on a map of the United States

#### Art

- Create a sports diorama
- Create a physical activity collage

#### Music

Learn songs or dances that are related to specific folk dances or sports

#### Science

- Learn how changing the angle of impact affects the trajectory of an object that is hit with various implements or body parts
- Apply the use of levers to movement

#### Technology

- Use heart rate monitors and pedometers in physical activity and interpret the data
- Videotape and analyze movement skills
- Make a webliography

#### Inclement Weather

Create a repertoire of instructional lessons related to this unit that can take place in sheltered areas during inclement weather. This will ensure continuation of standards-based instruction. Suggested activities may include:

- "Clean out your back yard" played with a hand strike instead of a toss
- Juggling with scarves

#### Suggested Homework

- Write a three paragraph expository composition which explains the history of tennis.

- List and explain at least seven rules for the game of tennis.
- Convert the traditional scoring for tennis to a single point scoring method.

**Resources**

- USTA Tennis Teaching Resource Guide 2000
- Wilson Racquet Sports
- Sportime
- USTA School Tennis Curriculum
- BSN Sports
- Advantage Tennis Supply
- Oncourt Offcourt, Inc.

**Teacher Reflections**

Good teaching should include ample time for the teacher to reflect on the unit or lesson that was taught. This provides an opportunity for teachers to determine what worked well, what they might change and/or improve the next time the unit is taught. Focus on methods for grouping students, use of facilities, equipment and its distribution, written assignments, handouts, visual aids and any other instructional materials that could enhance the delivery of instruction and student learning.

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## Physical Education Lesson Plan

### Grade Five Paddle/Racquet Decathlon

#### Description:

The students will participate in a multi-station decathlon of paddle/racquet manipulation skills. The use of a Paddle/Racquet Decathlon can be used to pre-assess the skills of a unit, development of skills through practice, and evaluation of the skills. Use of stations can be very exciting with little boredom for the students due to the short segments and variety of activities. Establish 10 to 20 stations based on class size, the number of students per group, availability of equipment, and facilities.

#### Objectives:

- Students will demonstrate forehand, backhand and volley skills in racquet activities. Students will demonstrate their racquet skills in a safe, secure, enjoyable learning environment.
- Students will know the effects of racquet skills on their physical fitness.
- Students will demonstrate effective warm-up and cool down activities.

#### Standards Addressed:

- 1.10 Strike a dropped ball with a racket/paddle toward a target using the forehand movement pattern.
- 1.11 Backhand hit a softly tossed ball with a paddle/racket.
- 1.13 Serve a lightweight ball over a low net using the underhand movement pattern.
- 1.17 Volley a tossed ball to an intended location.
- 2.1 Explain the importance of open space when playing sport-related games
- 2.3 Explain how to adjust body position to catch a ball thrown off center.
- 2.4 Identify the following striking phases: preparation, application of force, follow through, and recovery.
- 3.1 Demonstrate how to warm-up muscles and joints prior to running, jumping, kicking, throwing, and striking.
- 3.4 Continuously perform increasing numbers of oblique curl-ups on each side.
- 3.5 Perform increasing numbers of triceps push-ups.
- 3.6 Perform flexibility exercises that will stretch specific muscle areas for given physical activities.
- 4.5 Explain the elements of warm-up and cool-down exercises.
- 4.9 Determine the intensity of personal physical activity using the concept of perceived exertion.
- 4.10 Compare target heart rate and perceived exertion during physical activity.
- 4.11 Measure and record heart rate before, during, and after vigorous physical activity.
- 4.12 Explain how technology resources (i.e., pedometers, heart rate monitors) can assist in the pursuit of physical fitness.

- 5.1 Work outside of school to improve personal best on one fitness component and one motor skill.
- 5.4 Act in a safe and healthy manner when confronted with negative peer pressure during physical activity.
- 5.6 Verbally acknowledge the contributions and strengths of others.
- 5.7 Accommodate individual differences in others' physical abilities in small group activities.
- 5.8 Appreciate physical games and activities reflecting diverse heritages.

**Materials:**

- Minimum of one racquet for each two students. You should have a few extra racquets in case one breaks.
- Minimum of one ball for each two students, and one extra ball for each station.
- Chalk, Signs for each station, targets, throw lines.
- Signs and written directions for each station. Score cards and pencils. Nets, or barriers, to use as nets

**Set-up:**

Have all the stations set-up with signs prior to the students coming out. Set balls and racket in from of each group until you are ready to pass them out to the students.

**Attendance & Warm Up:**

Accurate attendance recording will be conducted by the teacher while students are doing warm-up activities.

**Fitness Activity:**

Teacher, using a deck of cards, will allow one student to draw a card. The students will perform the number of push-ups that is on the card. Face cards; jack is 11, queen is 12, king is 13, ace is 14. Teacher will review F.I.T.T. principles with the students for strength training activities. Teacher will also explain the benefits of strength training on the body. After the push-ups the teacher will select the student that answers the following question correctly to roll a giant dice that will be multiplied by 3 (third week of the semester), students will perform that many curl-ups. "How many days a week do you need to do fitness training, to improve your strength?" (Answer 3). They will perform the curl-up with the ankles together, heels of the feet pull as close to the rear end as possible. Explain that this shortens the hip flexor muscles, to lesson their contractibility, so that they cannot pull on the low back of the spine and degenerate the discs. The students will go up on the teachers command and down on the teachers command. Students must keep pace with the teacher's cadence this is to stay under control and practice for the *Fitnessgram*® test. These exercises can be performed again for a second set to teach about the effects of multiple sets on the body.

**Learning Experiences:**

Divide all students into pairs, with one scorecard per pair. Have the paired students alternate between testing and scorekeeping. Assign each pair to a station (there may be more than one

pair at each station, and then have them rotate around the gym or court until their scorecard is completed (this could take 2 or more days). Students will have three minutes at each station; time will start once the students have rotated.

Each repetition is worth one point-with the exception of downs and ups (which are divided by five) and target serving which will be the best of five multiplies).

### **Learning Stations:**

#### ***Station One***

Number of tap-downs in one minute: Students will tap the ball down with the racket, waist high, consecutively as many times possible.

#### ***Station Two***

Number of Bump-ups in one minute: Students will bump the ball up in the air with the racket strings consecutively. Students will record the number of most consecutive hits of one trial within the one minute.

#### ***Station Three***

Number of forehands into a target, in one minute: Students will strike a dropped ball with a racket/paddle toward a target using the forehand movement pattern from a distance of 10 feet from over a object (net, bench, or caution tape, 1.5 to 3 feet high) into a 6' X 6' foot square. Students will hit five balls and record how many of the five go into the target area. The partner will catch and collect the five balls. After recording the score the students will switch roles. Students will get as many 5 ball attempts as they can in one minute.

#### ***Station Four***

Number of forehand volleys hit against a wall in one minute: Against a wall using a small racquet or paddle, students will forehand volley a ball as many times as possible up to 30. Students will record the most consecutive legal forehand volley hits in row up to 30, partners will switch after each miss. Students will record the score before switching roles.

#### ***Station Five***

Number of backhand volleys hit against a wall in one minute: Against a wall using a small racquet or paddle, students will backhand volley a ball as many times as possible up to 30. Students will record the most consecutive legal backhand volley hits in row up to 30, partners will switch after each miss. Students will record the score before switching roles.

#### ***Station Six***

Number of toss-hit-catch forehands to an intended target from an underhand toss by a partner, in one minute: In pairs, one student will use a small racket/paddle to forehand hit a softly tossed ball from their partner, 10 feet away, 5 times. Student will get as many 5 ball attempts as they can in one minute. The partner will try to catch and/or collect the five balls. After recording the score the students will switch roles. Students will record their best out of five balls that hit the target. The partner will be the target. Students in pairs, one will toss to the other who will hit to the tosser, who will try to catch the ball and repeat the procedure as many times as possible in one minute.

### ***Station Seven***

Number of toss-hit-catch backhands to an intended target from an underhand toss by a partner, in one minute: In pairs, one student will use a small racket/paddle to backhand hit a softly tossed ball from their partner, 10 feet away, 5 times. Student will get as many 5 ball attempts as they can in one minute. The partner will try to catch and/or collect the five balls. After recording the score the students will switch roles. Students will record their best out of five balls that hit the target. The partner will be the target.

### ***Station Eight***

Number of toss-hit-catch forehand volley's to an intended target from an underhand toss by a partner, in one minute: In pairs, one student will use a small racket/paddle to forehand hit a softly tossed ball from their partner, 10 feet away, 5 times. Student will get as many 5 ball attempts as they can in one minute. The partner will try to catch and/or collect the five balls. After recording the score the students will switch roles. Students will record their best out of five balls that hit the target. The partner will be the target.

### ***Station Nine***

Number of line-to-line touches in one minute: (Using any two lines in the gym or on the court that are approximately 20 to 30 feet apart, students start on one line, run to the opposite line and touch it with their racquet, then sprint back to the other line, and so on.) Students will time each other for 30 seconds, then switch roles and record their best of two trials.

### ***Station Ten***

Number of underhand serve's into an intended target: From behind a line, underhand serve five balls over a net, rope, mat or bench to an intended target. The server must be 10 feet away from the net, underhand serve a dropped ball to a 3 foot diameter circle on the opposite side of the net, 3 feet from the net. The partner counts and collects the balls as they are served. Students will record the number of correct serves out of five and switch roles. They will get as many try's as possible in five minutes.

### **Assessment:**

- Teacher observations and feedback
- Peer observations and feedback

### **Closure:**

Have students return to the line-up area. They are to bring all of their equipment with them as they walk to back to the designated area and place the equipment in front of their pod lines. Have students stretch to cool down while informing the class that the scores from the learning stations are a pre-assessment of their skills for this lesson. Explain that their task is to try and improve their individual scores. Students must demonstrate basic skill level in the pre-assessment activities before they can engage in a real game activity.

### **Teacher Reflection:**

Determine what worked well, what you might change and/or improve the next time you teach the unit. Focus on methods for grouping students, facilities, equipment, and the distribution of equipment, written assignments, handouts, visual aids and any other instructional aids that could enhance your instruction.

**Scaffolding Strategies:** Suggested concepts and skills to support student success on the performance task/assessment.

- Using a bigger ball will make it easier for the student to contact the ball.
- Using a big playground ball and just the hand allows the student to not have to control the implement.
- Lowering the net or using no net allows the student to only concentrate on the striking of the object.
- Using a bigger racquet face will increase the success of the student making contact with the ball.
- Using low compression balls decrease the accent of mistakes. This also works well on walls that have uneven surfaces.

**Enrichment:**

Teachers can provide instruction that broadens and extends student's level of understanding and ability by:

- Having students use a longer racquet handle (tennis racquet) and
- Playing on a bigger court will be more of a challenge for students.

**Extending the Lesson:**

- Investigate and report opportunities for racquet sports outside of school.
- Turn in a report on the origins of tennis; include the country of origin and date invented, and socio-economical status of the player.
- Complete a written report on job opportunities in the tennis industry.