

BOUNCE IT BACK

Table Tennis School Program

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Acknowledgements

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Contents

Acknowledgements	2	Session 1	14	Skills Assessment	59
Contents	3	Session 2	19	Test Procedure	60
Introduction	4	Session 3	24	Master Record	61
Safety and Coaching Students with Disabilities	5	Session 4	30	Certificate	62
Basic Terms, Rules and Scoring	6	Session 5	36	Alternative Equipment	63
Legend	7	Session 6	42	Useful Links/Contacts	64
Skills	8	Session 7	47		
TREE Framework	12	Session 8	52		
Overview of Lessons	13				

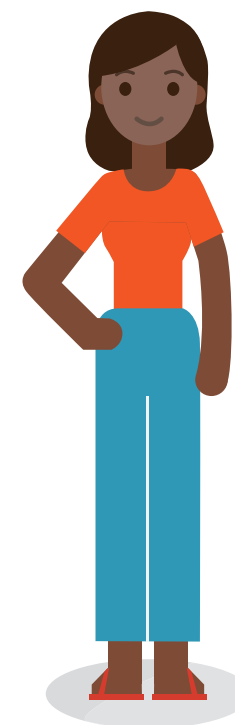
Introduction

The Bounce it Back program is a sport-for-development program supported by the Australian Government and ITTF-Oceania. The activities are designed for schools but can also be adapted for community groups, youth groups and organisations working with children and youth.

Using table tennis as a vehicle, the Bounce it Back program aims to improve quality of life of young people in the Oceania region by:

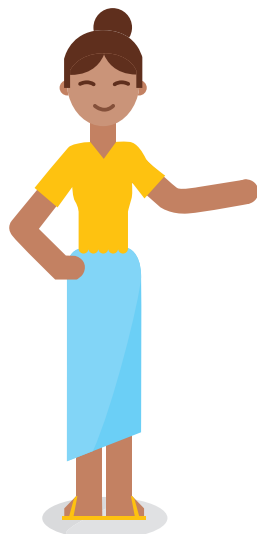
- 1 Increasing levels of physical activity; and
- 2 Promoting social inclusion.

This manual consists of 8 engaging sessions designed to assist teachers with any level of table tennis understanding to deliver fun, safe and inclusive activities. Any person wishing to learn more should contact their state or national table tennis association.



Safety

- Check the playing area is free of hazards
- Ensure the surface is safe and appropriate for the activities
- Make sure all equipment is appropriate for the group, safe and working correctly
- Provide clear instructions for games and use of equipment
- Instruct participants on safety when at the table; no sitting or leaning on the tables
- Remind students to be aware of table corners when moving around the tables



Coaching Students with Disabilities

- Focus on what the participants **can do**; their **ability**, not disability
- Don't make assumptions about an individual or what they can and can't do; if in doubt, ask them
- Persons with disabilities should be included as active participants of the program
- Simple modifications may be required to ensure activities are inclusive
- Having a disability does not mean that a person is intellectually inferior
- Speak directly to the person with the disability, not to someone accompanying them
- Do not lean on or touch a person's wheelchair without their consent; the wheelchair is part of the user's personal space
- Always remember, table tennis is a sport for all



Basic Terms & Rules

- A **rally** is the period during which the ball is in play.
- A **serve** is played from behind the table with the server hitting the ball so that it bounces on their half of the table before going over the net and bouncing on their opponent's half of the table. Each player has 2 serves in a row before it is the opponent's turn.
- A **let** is called when the ball hits the net during a serve and bounces on the opponent's half of the table. When a let is called, the server may have another serve
- When the receiver is in a wheelchair, a **let** may be called during the serve if:
 - The ball bounces on the receiver's court and returns in the direction of the net;
 - The ball comes to rest on the receiver's court; or
 - In singles, crosses either sideline of the table
- A **game** is played with 2 (singles) or 4 (doubles) students and is won when a person or team reaches 11 points. Games can also be played with a time limit (for example a player or team leading after 5 minutes is the winner). If scores are level, then the game is determined with serves alternating after each point. The first player or team with a 2-point advantage wins the game.
- A **match** consists of an odd number of games (for example best of 1, 3, 5 or 7 games).
- In **doubles matches**, all students successively take it in turns to hit the ball, except when the match is played by wheelchair students.

Scoring

The server's score is always called first. A point is scored each time a rally is won. If both students reach 10 points, then the students alternate with one serve each. The first player to have a 2-point advantage wins the game (for example 12-10).

5 common ways of winning a point:

1. The opponent fails to make a correct serve
2. The opponent fails to make a correct return
3. The opponent serves or hits the ball outside the table or beyond the end line without touching the table
4. The opponent's free hand touches the playing surface
5. In doubles, the opponent strikes the ball out of the sequence established by the server and the first receiver.

Legend

Actions



Timer



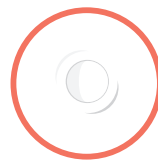
Footwork Direction
Right



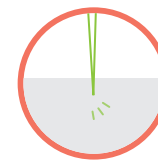
Player Direction
Right



Ball Direction
Right

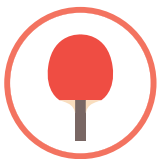


Ball Spin



Ball Bounce

Equipment



Racket

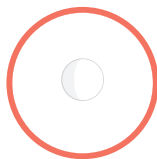


Table Tennis
Ball



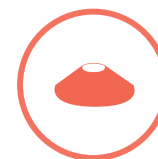
Table



Volleyball



Bibs



Cones



Basket



A4 Paper

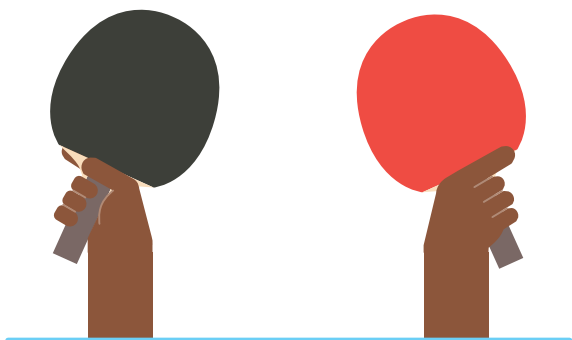


Timer



Bench

Skills

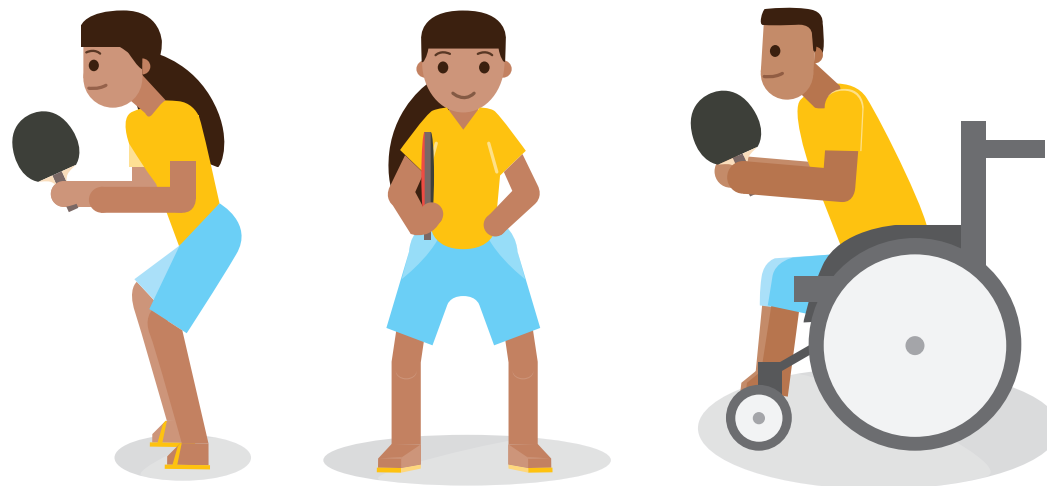


Grip

- The racket is held in the palm of the hand
- The thumb and forefinger lie roughly parallel to the straight edge of the rubber
- The remaining fingers are wrapped loosely around the handle to provide stability

Ready Position (standing & seated)

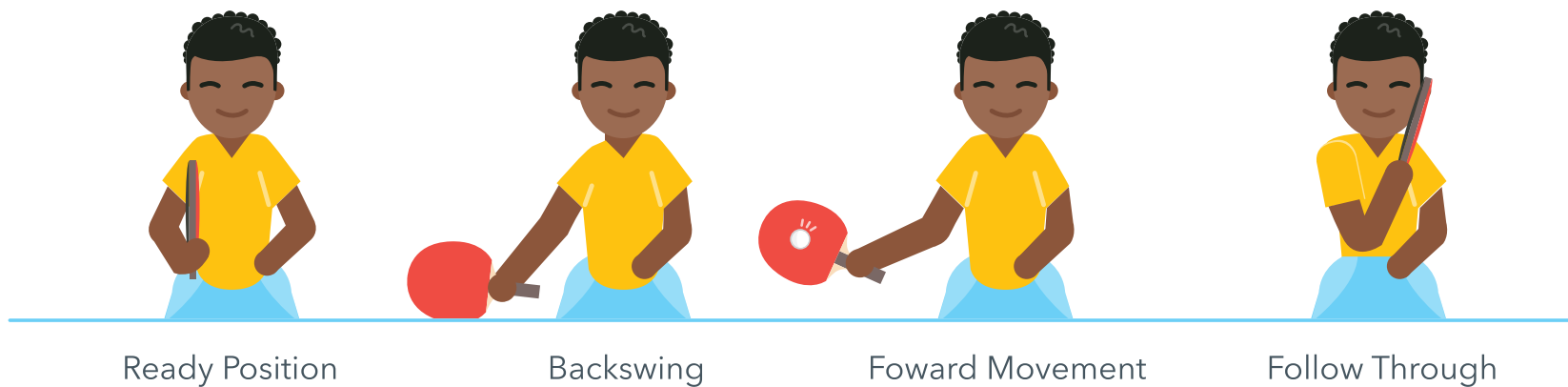
- Knees bent and leaning slightly forward
- Feet shoulder width apart
- Racket should be at table height and in front of the body



Skills

Forehand

- Feet start at angle to table (approx. 45°)
- Start with racket beside body at hip height
- Contact the ball with an upwards brushing action
- Follow through forward and up



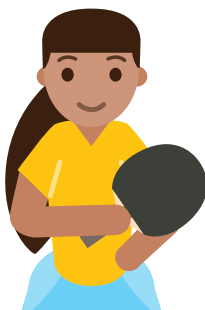
Skills

Backhand

- Feet shoulder width apart and square to the table
- Start with racket in front of the stomach
- Contact the ball with an upward brushing action
- Follow through forward and up, close to head height



Ready Position



Backswing



Foward Movement

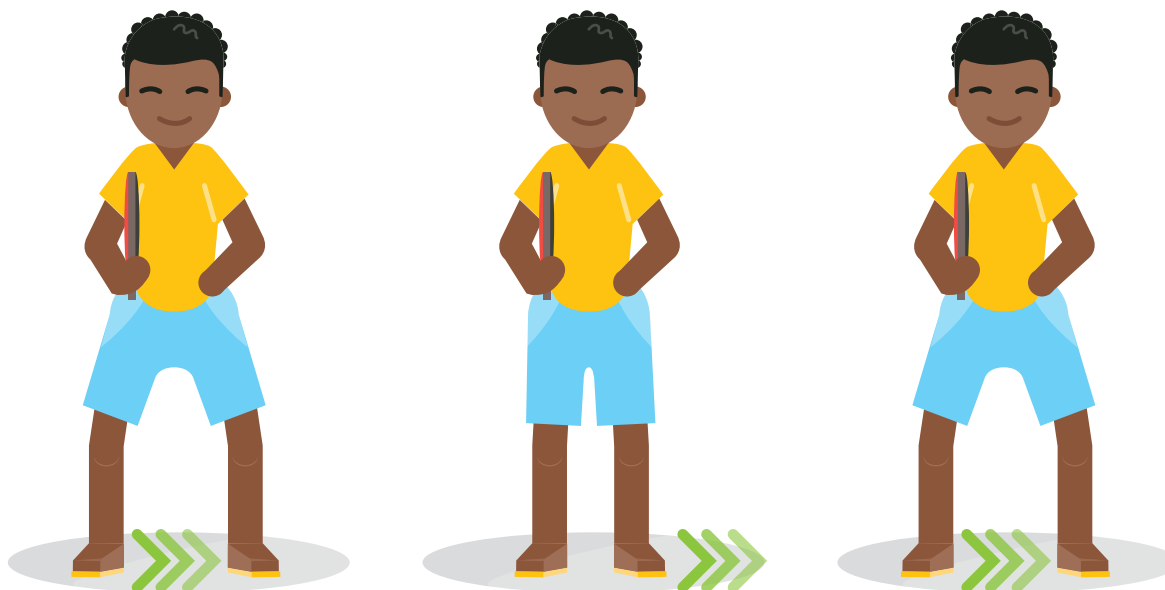


Follow Through

Skills

Footwork

- Start in the ready position
- To move left, take a small step first with the left foot
- The right foot moves next to the left
- The left foot moves left again to form the ready position



TREE Framework

Key Considerations

The TREE model provides a framework for introducing modifications to activities. The sessions are a guide and can be adapted to meet the needs of the group to achieve the outcomes of the program – *increasing levels of physical activity and promoting social inclusion*. Aim to create a fun and inclusive environment. The acronym stands for **T**eaching style, **R**ules, **E**nvironment and **E**quipment.



T Teaching Style

Refers to any form of instruction. Use different styles to best engage and communicate such as verbal and non-verbal cues, demonstrations or student lead.

R Rules

All games may have the rules modified, removed or new rules added. For example, time limits, target scores, number of students and actions performed can all be changed.

E Environment

Change the playing area from indoor to outdoor, open space to zones or big to small.

E Equipment

Equipment should meet the needs and ability of the participants. Equipment can change in the form of size, weight, colour, shape and texture.

Changing one or all four elements can help create more engaging and fun activities.

Changes can occur regularly and do not have to be permanent.

Be conscious of keeping all participants challenged. Engage students in modifying the activities when appropriate as they will be the best source of solutions.

A modification may not work as planned but don't be discouraged. Practice makes perfect. Continue adapting and trying new things to achieve the desired outcomes.

Overview of Sessions

	1 Team Work	2 Ready Position	3 Grip	4 Ball Control	5 Forehand & Backhand	6 Spin	7 Service	8 Stations
WARM UP	Chain Tag	Mirror Game	Balance & Bounce	Go 4 Ten	Mirror Game	Commander	Bucketball	
ACTIVITIES	Balance & Bounce	Relays	Transporter (Balance)	Catch & Hit	Rollerball	Bouncer with Spin	Frogger	Practice the Basics
	Relays	Go 4 Ten	Transporter (Bounce)	Target Practice	Bench Tennis	4 Square	Target Serving	
	Go 4 Ten	Ready Tag	Hot Potato	Longest Rally	Free Play	Rally with Spin	Around the World	
INCLUSION	Identity Circle	Different or Same?	I'm Unique Because	Silent Statements	Choose your Rep	True or False?	Bounce it Back	Shame to Fame

Session 1 Team Work

60_{min}

Equipment:

- rackets
- balls
- cones
- volleyball
- bibs
- timer

Activities:

Chain Tag	10min
Balance & Bounce	10min
Relays	15min
Go 4 Ten	15min
Identity Circle	10min

WARM UP

Chain Tag

EQUIPMENT



TIME

10_{min}

What to do:

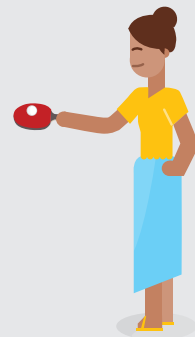
- Students line up on one side of playing area
- One student is the tagger and starts in the middle
- Students aim to cross playing area
- Tagger attempts to tag students as they cross
- If tagged, students link arms with the tagger, forming a human chain
- Chain continues to tag students
- A tag does not count if chain is broken
- The last player to get tagged is the winner



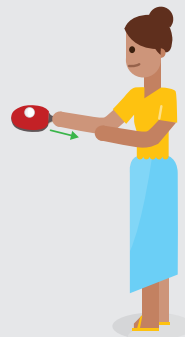
- Encourage teamwork and communication
- If the tagger is having trouble, nominate additional taggers
- Change size of playing area depending on the group
- Adapt the way students move, for example run backwards, jump only, on all fours

GAME 1

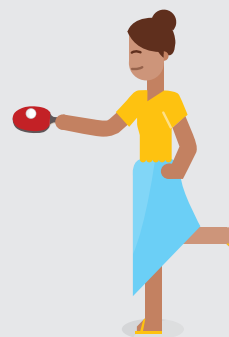
Balance & Bounce



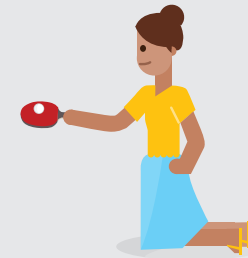
Balance i.



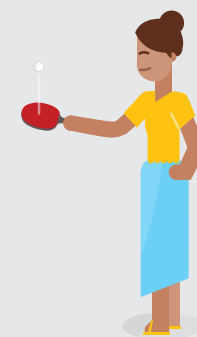
Balance ii.



Balance iii.



Balance iv.



Bounce i.

EQUIPMENT
Per Player



TIME



What to do:

Teacher gives students commands to follow. Commands progress in difficulty.

Balance the ball, and

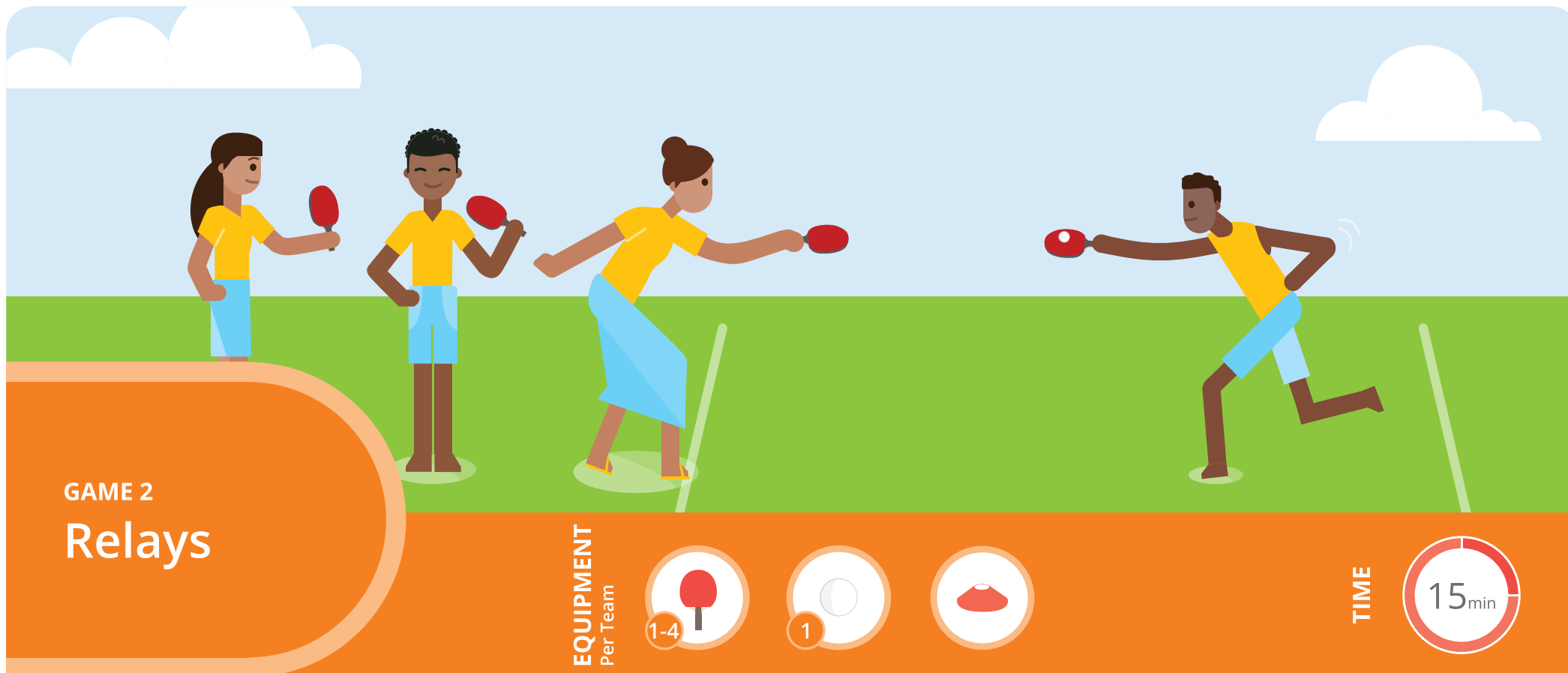
- i. start walking
- ii. change hands
- iii. stand on one leg
- iv. sit down and stand up

Bounce ball on racket, and

- i. start walking
- ii. count forehand bounces
- iii. count backhand bounces
- iv. alternate backhand and forehand
- v. change high and low bounces



- Teacher creates their own commands
- Select a student to give commands to group
- Share rackets and balls if not enough for everyone
- Make it easier by using balloons or harder by using two balls
- Split into pairs, students give their partner commands
- Reinforce the words forehand and backhand



What to do:

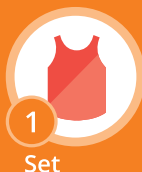
- Split class into relay teams
- Use cones to mark playing area
- Students transport ball to teammates
- Teacher gives commands for how ball is transported; for example, balance or bounce

- Create more teams for larger groups
- Give teams practice turns before starting competition
- Select commands based on the skill level of the participants
- Use obstacles for students to move around to make it more challenging

GAME 3

Go 4 Ten

EQUIPMENT
Per Group



TIME



What to do:

Objective is to pass the ball between team 10 times in a row without the ball touching the ground or being intercepted by defenders. If intercepted or dropped, the team start again.

- Mark playing area using cones
- Split class into 2 teams
- Allocate playing time for attackers
- Give both teams the opportunity to be defenders and attackers



- For large groups, create multiple games at once
- Use a different ball
- Change playing area depending on team sizes

INCLUSION

Identity Circle

EQUIPMENT

Teacher should prepare a list of statements suitable for the class

TIME



What to do:

Participants learn about identities and the things that contribute to our individual identity.



- Use statements relevant to the age and maturity of the group
- Students can be seated or standing
- Instead of coming into the circle, they can perform an action if the statement applies to them such as "raise your hand if..."

- Class forms a large circle
- Teacher says to the group "come into the circle if you..." and makes different statements. Examples of statements – have brown hair / wear glasses / like football / favourite fruit is apple / have blue eyes / have two brothers / can speak another language / go to church
- Students step into the circle if the statement applies to them
- Finish by saying "come into the circle if you played table tennis today" and everyone should come in together

Key message: explain that all these different factors help make up their **individual identities** and that we are all unique.

Session 2 Ready Position



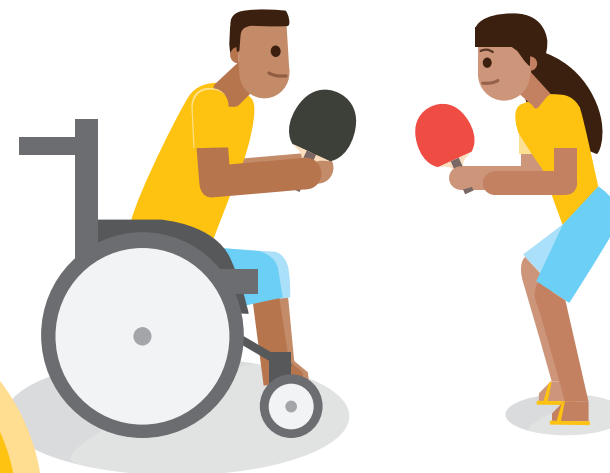
Equipment:

- rackets
- balls
- volleyball

Activities:

Mirror Game	10min
Relays with Footwork	10min
Go 4 Ten	15min
Ready Tag	15min
Different or Same?	10min

WARM UP Mirror Game



READY POSITION FRONT ON



EQUIPMENT
Per Pair



TIME



What to do:

- Participants pair off
- Each pair has a Leader and a Mirror
- Leader performs actions and Mirror copies, for example circle arms, side steps or jumping jacks
- Students alternate roles
- Teacher explains and demonstrates the Ready Position
- Repeat the activity but the Leader starts in the ready position and moves side to side



- Encourage fun and creative actions
- Have students swap partners
- Encourage students to bend knees and lean forward in the Ready Position

GAME 1

Relays with Footwork

EQUIPMENT
Per Group



TIME



What to do:

- Split class into relay teams
- Use cones to mark playing area
- Students transport ball to teammates using side to side footwork
- Teacher gives commands for how ball must be transported, for example balance or bounce

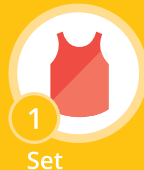


- Students stay low and have bodyweight on the balls of the feet
- Create more teams for larger classes
- Create variations of relays, for example run a lap of the playing area

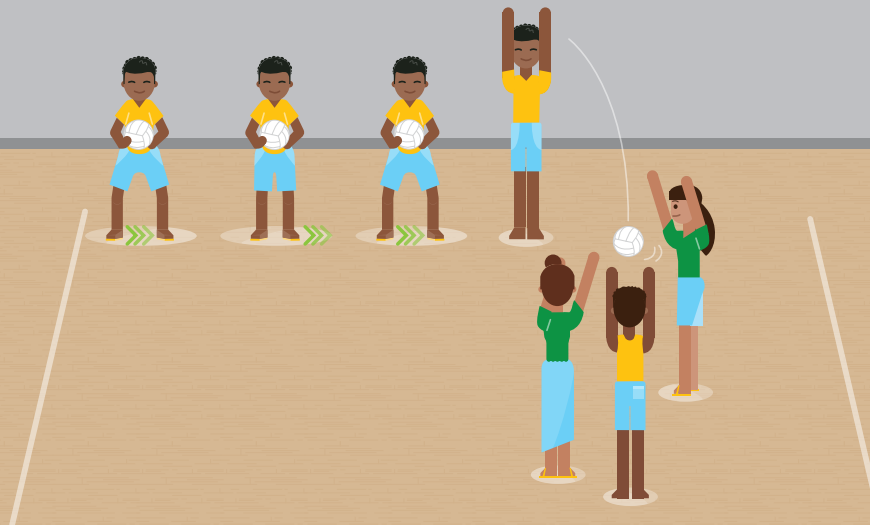
GAME 2

Go 4 Ten with Footwork

EQUIPMENT
Per Group



TIME



What to do:

Objective is to pass the ball between team 10 times in a row without the ball touching the ground or being intercepted by defenders. If intercepted or dropped, team start again. Teams can only move using footwork.

- Mark playing area using cones
- Split class into 2 teams
- Allocate playing time for attackers
- Give both teams the opportunity to be defenders and attackers
- Ensure students move using side to side footwork



- Choose a ball suitable for the level of students, for example; table tennis ball for advanced and balloon for beginners
- Encourage side to side footwork and Ready Position
- Change target number
- Introduce time limits

GAME 3

Ready Tag

EQUIPMENT



TIME



What to do:

- One student is “it” and attempts to tag students
- Students can move around freely within the playing area
- When a player is tagged, he or she stands still in the Ready Position
- To be allowed back into the action, another player must crawl under their legs without getting tagged themselves
- The game finishes when all students are tagged and standing in the Ready Position



- Introduce time limits
- When a player is tagged and in the Ready Position, they must do side steps to the right and left
- Introduce more taggers for large groups
- Play outside
- Ensure students use the Ready Position

INCLUSION

Different or Same?

TIME



What to do:

Students discover differences and similarities among their peers.



- Reduce time frames after each partner swap
e.g. 1 minute, 45 seconds
then 30 seconds

- Students pair off (preferably with someone they don't know well or someone of the opposite sex)
- In 1 minute, students identify how many things they **don't** have in common
- After 1 minute, teacher selects 3 or 4 pairs and asks them to share with the group a **difference** they discovered with their partner
- Participants find a new partner and repeat the activity
- Repeat the activity again but this time, participants find things that they have in **common** with partner

Key message: although our identities are different, we can always find something we have in common. Even when we share similar identities, we will always have something which makes us unique.

Session 3 Grip



Equipment:

- rackets
- balls
- baskets
- timer

Activities:

Balance & Bounce	10min
Transporter (Balance)	10min
Transporter (Bounce)	15min
Hot Potato	15min
I'm unique because...	10min

WARM UP

Balance & Bounce

EQUIPMENT
Per Player



TIME



What to do:

Demonstrate correct grip. Divide this activity into 2 parts: Balance & Bounce. Teacher gives students commands which they must attempt to follow. Commands progress in difficulty (See opposite page).



- Ensure students use correct grip during all activities
- Perform activities in groups or pairs by transferring the ball
- Use balloon or soft ball to simplify
- Let every player advance individually depending on skill level
- Make area smaller to increase awareness of students

WARM UP

Balance & Bounce Cont.

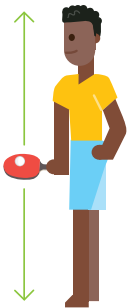
Balance the ball, and



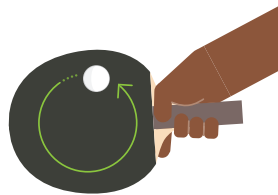
i. start by walking, jogging then running around the playing area



ii. spin in a circle



iii. hold the racket low to the ground, slowly bring the racket up over your head



iv. roll the ball around the racket in a circular motion without dropping it

Bounce the ball and



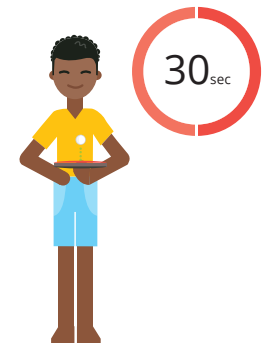
i. tap your head at the same time



ii. jog around the playing area



iii. "dribble" the ball like a basketball player using the racket



iv. make it a contest; who can bounce the most without dropping it in 30 seconds

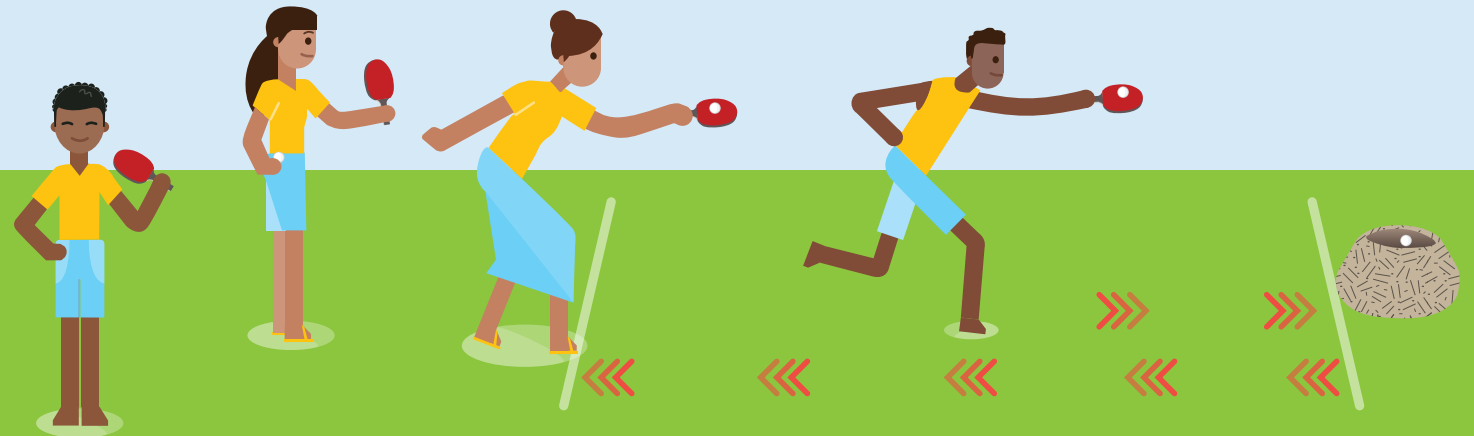
GAME 1

Transporter (Balance)

EQUIPMENT
Per Team



TIME



What to do:

- Each team 'transports' one ball at a time using a relay format in to a basket by balancing it on their racket
- Split class in groups of 4 - 6 students per team
- The team that delivers all balls first is the winner



- With limited balls, second runner retrieves ball from the basket and team continues until the last runner is finished
- Run practice rounds first before starting the competition
- Modify type of movements such as side steps, walking backwards, hopping etc.
- Use non-dominant hand to make activity more challenging



GAME 2

Transporter (Bounce)

EQUIPMENT
Per Team



TIME



What to do:

- Each team 'transports' one ball at a time using a relay format in to a basket bouncing it on the racket
- Split class in groups of 4 - 6 students per team
- The team that delivers all balls first is the winner



- Mix up type of movements, such as side steps, forwards, backwards etc.
- Change the Bounce requirements e.g. basketball style bounces, forehand only, backhand only, alternate forehand and backhand etc.

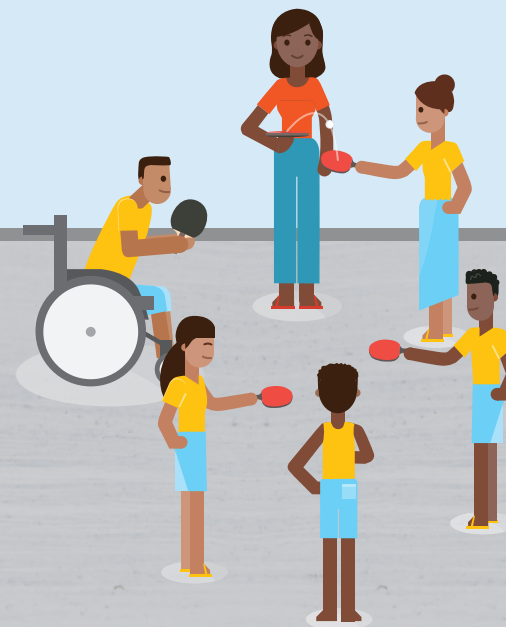
GAME 3

Hot Potato

EQUIPMENT
Per Group




TIME



What to do:

- The aim is to pass the ball around the circle without dropping it
- Arrange group into a circle
- Ball starts with teacher who passes the ball to the player next to them
- Students continue passing the ball and complete a full circle
- Teacher gives different commands for passing the ball i.e. bouncing, forehand balance, double bounce etc.

- 
- Activity can be done in pairs, small teams or whole group
 - Make it a competition between groups i.e. first to complete a full circle, wins
 - Change formation, instead of circle arrange students in lines, square, zig zag etc.
 - Set timed challenges i.e. how quick can the group complete a circle?

INCLUSION

I'm unique because....

TIME



What to do:

Building on previous identity activities, participants recognise and show respect for each other's similarities and differences.



- Emphasise participants speak, listen and respond to each other **respectfully**
- Some participants may need assistance identifying a uniqueness. Provide guidance where needed or examples of unique characteristics. May help for teacher to give a personal example to class first

- Divide class into groups of 4, preferably mixed genders
- Explain that we all have things in common and certain differences (as discovered in previous sessions)
- Participants take it in turns to share something that is special about them because it is unique within their group
- Once each participant is finished, groups combine, and they tell another group why (name of person from their group) is unique

Key message: our unique characteristics is something to be celebrated and proud of.

Session 4 Ball Control

60_{min}

Equipment:

- rackets
- balls
- tables
- nets
- bibs
- cones
- timer
- volleyball
- A4 paper

Activities:

Go 4 Ten	10min
Catch & Hit	10min
Target Practice	15min
Longest Rally	15min
Silent Statements	10min

WARM UP

Go 4 Ten

EQUIPMENT
Per Group



TIME



What to do:

- Objective is to pass the ball between team 10 times in a row without the ball touching the ground or being intercepted by defenders
- Split class into 2 teams
- Mark playing area using cones
- Allocate playing time
- Give both teams the opportunity to be defenders and scorers



- For large groups, create smaller teams for multiple games at once
- Use a different ball
- Change playing area depending on team sizes

GAME 1

Catch & Hit

EQUIPMENT
Per Pair



TIME



What to do:

Objective is to continue volleying the ball in pairs. Students practice hitting the ball with different strokes in pairs.

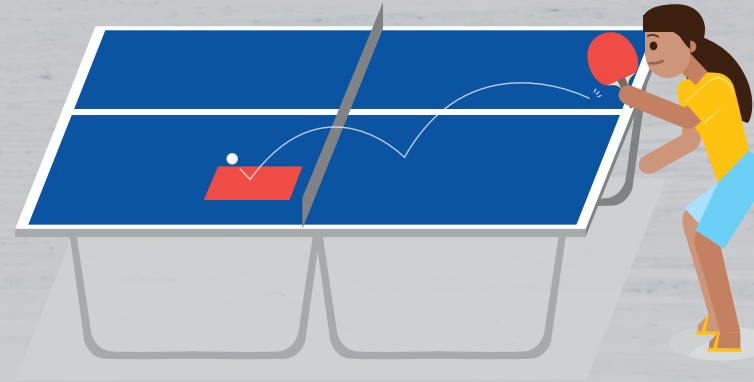
- Pairs stand 2m apart facing each other. Each pair nominates an “A” and “B” player
 - i. A bounces the ball on the ground and hits with forehand to B who catches
 - ii. B returns with the same technique and A catches. Repeat actions and then change to backhand
 - iii. Next, A throws the ball to B and B plays forehand shot back to A who catches. Repeat actions and alternate turns
 - iv. Gradually build up the amount of shots before catching. A and B continue volleying the ball with alternating strokes



- Ensure students play with each other, not against each other
- Depending on the level, start with simple patterns, such as 2 forehands, 2 backhands
- Give different commands such as; students sit on chair, stand on one leg, one hand behind back etc.

GAME 2

Target Practice



EQUIPMENT
Per Group



TIME



What to do:

Students practice controlling their shots by attempting to hit targets on the table. Allocate points for each target.

- Divide into groups at each table
- Place targets on the table
- Player bounces ball on table and hits the ball at the target. Other group members retrieve the ball
- Give each player equal amount of shots
- Progress in strokes and actions:

i. Backhand

ii. Forehand

iii. Alternating forehand and backhand

iv. Another player throws the ball to hitting player who attempts shot at target



- Students keep track of their own score
- Let students decide on the location of the targets
- Hits only count if students use the correct grip and/or ready position
- Introduce time limits

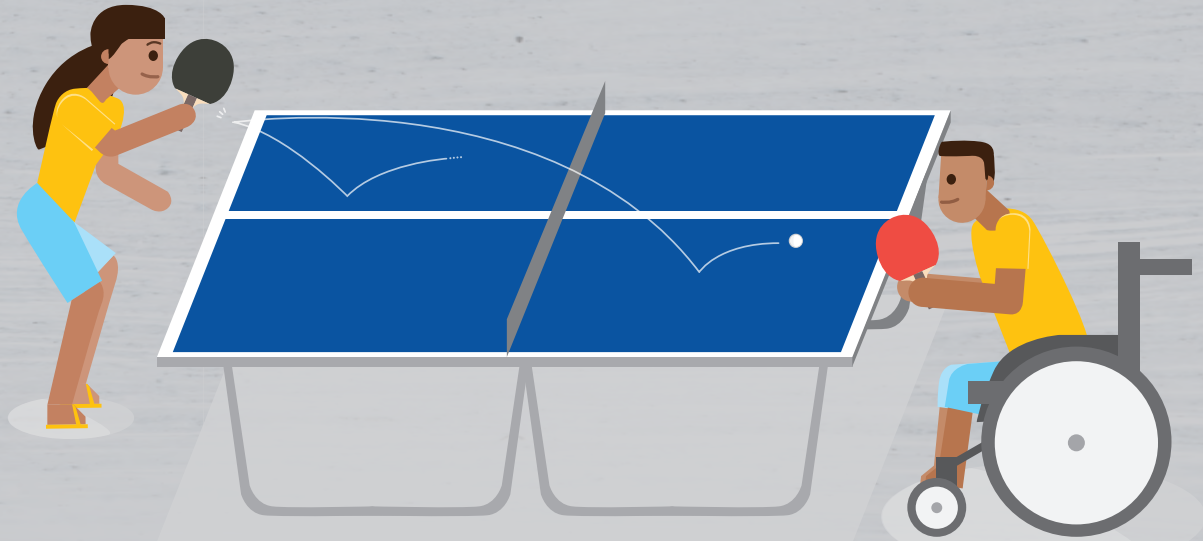
GAME 3

Longest Rally

EQUIPMENT
Per Group



TIME



What to do:

Aim is to achieve the longest rally.

- In pairs, students hit the ball to each other on the table and count their rally
- Alternate groups and partners
- Introduce stroke restrictions e.g. forehand only, backhand only, alternating forehand and backhand or free play



- Encourage control by hitting slowly
- Play in doubles formation
- Depending on group level, use half of the table

Silent Statements



What to do:

Students learn about bullying behaviour and recognise the impact it can have on an individual.



- If concerned about student maturity level or shyness, ask entire class to close their eyes during activity and tally responses
- Use table tennis actions for silent statements i.e. stand in the ready position, use backhand drive or use forehand drive

- Students sit in a circle
- Make sure students understand that this activity is taking place within a 'safe-space'
- Students will make 'silent statements' by performing an action, such as: crossing their legs, standing up, raising their hand. The teacher picks the most appropriate action
- Ask students to raise their hand if they agree with or have experienced the following:
 - have been called names
 - have been left out of a game at playtime or with peers
 - have ever had somebody say nasty things about you
 - have ever said something nasty about another person
 - have ever had somebody say something nasty about your family or friends

Silent Statements Cont.

- Afterwards, discuss as a class how those comments made them feel. You might like to make a list on the board of the different emotions students identify such as feeling hurt, sad or angry
- Explain that making other people feel that way is wrong and why it is wrong, and that sometimes this kind of behaviour is known as discrimination
- To conclude positively, ask the class to list things they could do to make someone else happy, examples include:
 - talking to someone in the class who feels lonely
 - including everyone in games at playtime
 - standing up for somebody who is being bullied
 - challenging someone who bullies others or deliberately leaves others out of their games
- **Note:** Teachers should exercise caution with this activity as it might remind a child of a upsetting experience. Alternatively, use a story (fictional or non-fictional) of an individual being bullied, how it impacted on them and how they should have been treated by their peers

Key message: treat people how you would like to be treated.

Session 5 Forehand and Backhand

60_{min}

Equipment:

- rackets
- balls
- tables
- benches

Activities:

Mirror Game	10min
Rollerball	10min
Bench Tennis	15min
Free Play	15min
Speed Chat	10min

WARM UP

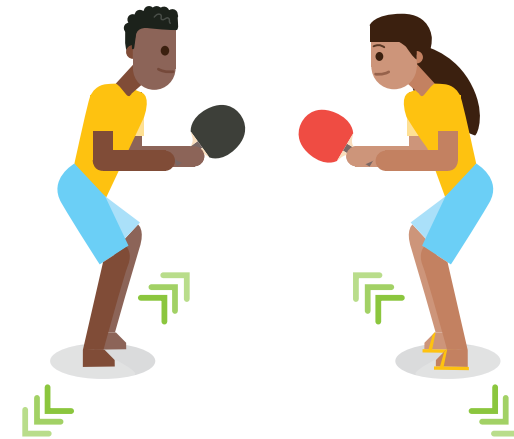
Mirror Game

EQUIPMENT
Per Pair



TIME

10_{min}



What to do:

Explain and demonstrate forehand and backhand strokes.

- Participants pair off
- Each pair has an “A” participant and a “B” participant
- A will be the leader and B will be the mirror
- A performs different table tennis movements and actions: ready position, forehand stroke, backhand stroke and side steps
- Alternate leaders



- Check for correct grip and technique
- Modify delivery method i.e. instead of pairs, teacher leads whole group or one player leads a small group
- Pair up experienced students with less experienced students
- Encourage creativity

GAME 1

Rollerball

EQUIPMENT
Per Group



4



2



1

TIME



10_{min}

What to do:

- Two students opposite roll the ball along the table using forehand and backhand strokes
- Students aim to keep the ball on the table and in motion. Encourage control
- Check for correct grip and stroke technique
- Students to count number of shots in rallies



- Activity can be done on any surface
- Play sitting on the ground
- Individuals can play solo by hitting against a wall
- Change partners regularly or play in small groups
- Change distance between partners
- Use larger ball to make it easier

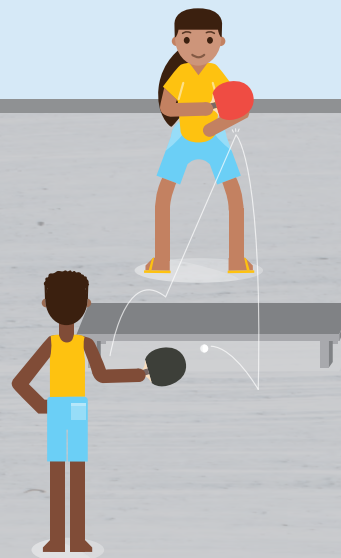
GAME 2

Bench Tennis

EQUIPMENT
Per Group



TIME



What to do:

Students play tennis over a bench or barrier. Aim is to control the ball and maintain a rally.

- i. Start with forehand only
- ii. Progress to backhand only
- iii. Alternate between backhand and forehand
- iv. Free play (students select most appropriate strokes)



- If no barrier or bench is available, place object, such as cones or plastic cups, on the ground to mark the 'bench'. Line markings on the floor can also be used
- Change playing partners
- Decrease distance to make it easier
- Play in doubles or teams if space or equipment is limited

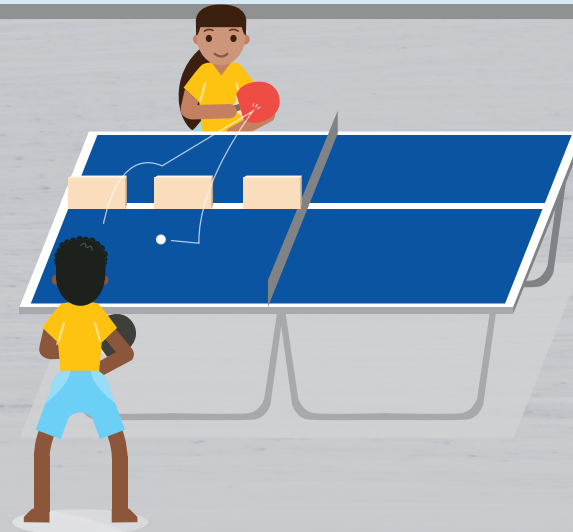
GAME 3

Free Play

EQUIPMENT
Per Group



TIME



What to do:

Free Play – participants play a game of table tennis on a table. Depending on level, play over half table size to make it easier.



- Use A4 paper, books or piece of timber as 'nets' for any table or desk

EQUIPMENT

- Whiteboard
- Whiteboard markers
- Athlete information table below

TIME

**What to do:**

Students will learn: that making assumptions can have an impact and not to judge too someone without all the correct information.

- Students will pretend to be a Club Table Tennis Coach. Their job is to select the best player to represent their club at an upcoming tournament
- The squad is made up of five athletes to select from but, the students don't know anything about them
- Each time the teacher reveals a line of information from the table (opposite) about the athletes, the students must cut one player from their squad
- Once completed, students reveal who their representative is. Ask probing questions such as:
 - Are you happy with your selection? Why/why not?
 - Now you have all the information, would you swap representative? Why/why not?
 - What influenced your decision?
 - What assumptions did you make about the athletes?
 - What is wrong about judging people too soon or with little information?

INCLUSION

Choose your Rep Cont.

- Reinforce the key message and learning outcomes.

Key message: don't judge a book by its cover.

	Athlete 1	Athlete 2	Athlete 3	Athlete 4	Athlete 5
Sex	Male	Male	Female	Female	Female
Age	28	18	45	26	19
Schooling	Went to university	In final year of school	Did not go to high school	Completed university	Finished school
Ability	Able	Had left leg amputated and uses a crutch to assist walking	Able	Has a hearing impairment	Able
Table Tennis Ability	New player, only been at the club for two months	Number 1 ranked para athlete in his category in the region	Local club champion for doubles	Current National women's champion	Only plays socially at club and never competed before

Session 6 Spin

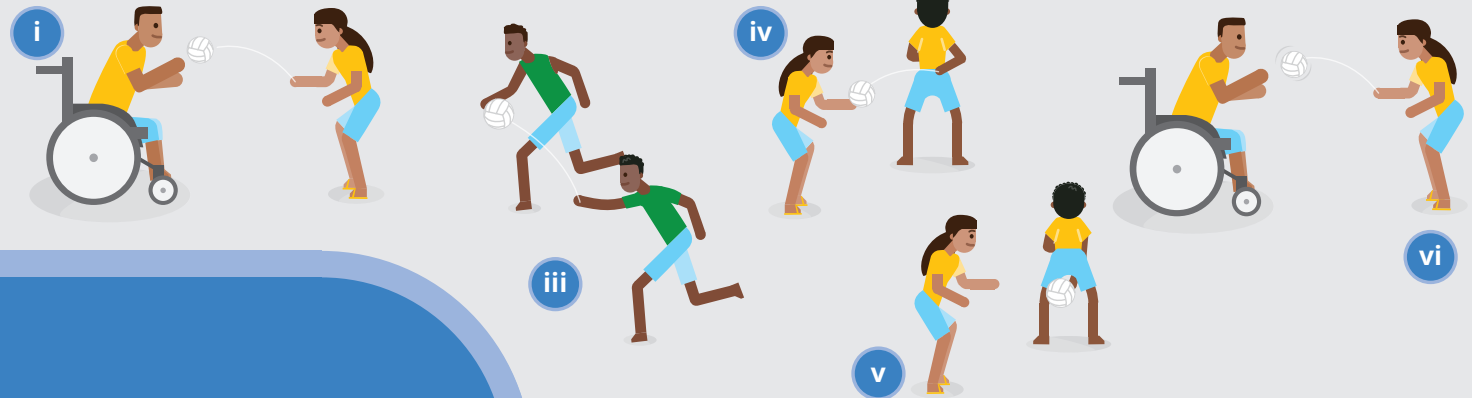
60_{min}

Equipment:

- rackets
- balls
- tables
- cones

Activities:

Commander	10min
Bouncer with Spin	10min
4 Square	15min
Rally with Spin	15min
True or False	10min



WARM UP

Commander

EQUIPMENT
Per Pair



TIME

10_{min}

What to do:

- Pair off
- Each pair has one ball that they pass to each other
- The teacher gives different commands the pairs must follow:
 - Pass and catch with the right hand only
 - Left hand only
 - Pass and catch while running
 - Throw behind the back
 - Throw between the legs
 - Create spin when passing the ball etc.

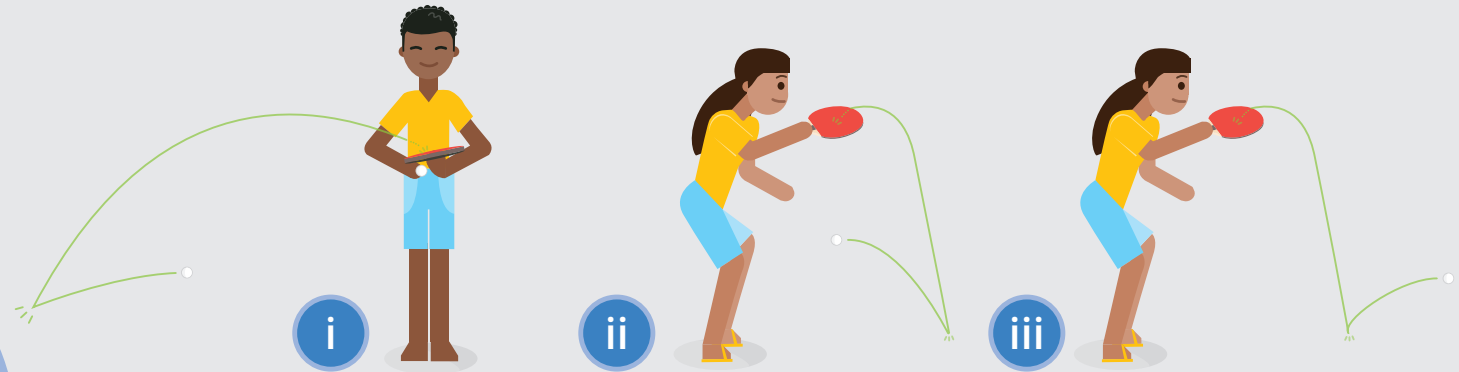


- Change type of ball – basketball, tennis ball, volleyball etc.

- Let students pick commands

GAME 1

Bouncer with Spin



EQUIPMENT
Per Player



TIME



What to do:

Explain different types of rotation and contact points on the ball. Demonstrate backspin, topspin and sidespin by hitting the underside, top and side of the ball in a brushing motion.

Students start bouncing ball on racket and let bounce on the ground. Students then hit the ball in a way that it

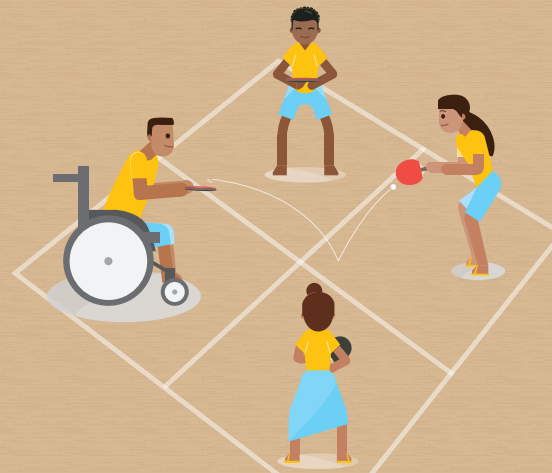
- i. Bounces sideways when it hits ground (side spin)
- ii. Bounces backwards when it hits the ground (back spin)
- iii. Bounces forwards when it hits the ground (top spin)



- Check students strike the ball in a brushing motion
- Let students explore which movements help to create more spin
- Ask students to execute the movement from Ready Position or during side to side footwork

GAME 2

4 Square



EQUIPMENT
Per Group



TIME



What to do:

In groups of 4, students stand in a designated square and attempt to hit the ball in an upward motion into another player's square. Squares are numbered 1 to 4, with 1 being the 'top square'. When a player makes a foul, they move to square 4 and all other students move up 1 square. The aim is to remain in the 'top' square for as long as possible. A foul occurs when:

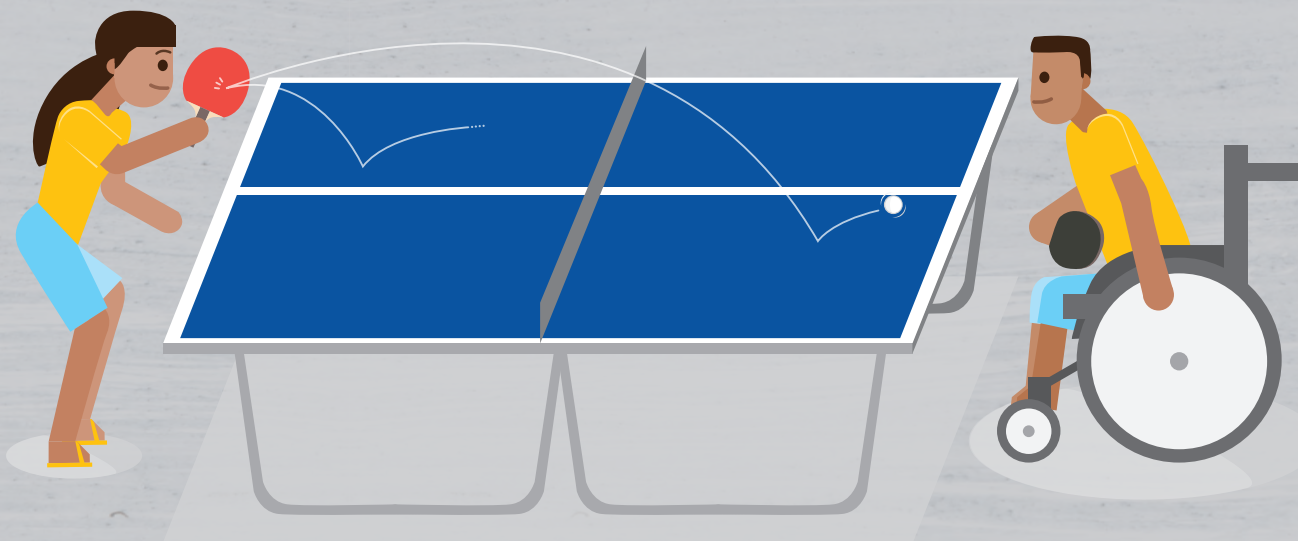
- The ball bounces twice in a player's square
- Player fails to return the ball after it bounces in their square
- Students hits the ball outside of the playing squares
- Player hits the ball before it bounces
- Player hits in a downward motion or 'spikes' the ball



- Use barriers or cones to divide the squares
- Use chalk on concrete surfaces to mark playing area
- Create larger groups with more squares and students
- Encourage students to put sidespin and backspin on the ball

GAME 3

Rally with Spin



EQUIPMENT
Per Pair



TIME



What to do:

Students aim to use spin shots during a rally.

- In pairs, students hit the ball to each other on the table and count their rally
- Students encouraged to use spin in shots
- Alternate groups and playing partners



- For more advanced students, introduce spin rules such as only backspin or only sidespin shots
- Engage conversation on how the students created spin

INCLUSION

True or False

What to do:

Students will learn to: identify negative and bullying behaviour.

- Teacher designates one side of the room as 'True' and the other as 'False'
- Teacher asks the class to respond to the list of True or False questions by moving to the side of the room they think is correct
- After completing each question, give the correct answer to the class and elaborate

Questions

1. Bullying at school only occurs when no one else is around – True or False

Answer – False. In most cases, other students are present.

2. Bullying does not cause physical harm so it's ok – True or False

Answer – False. Bullying can cause the victim serious emotional pain and trauma, such as becoming depressed, anxious and socially isolated.

3. If you are being bullied, you should tell a trusted adult – true or False

Answer – True. Always report bullying to a teacher or family member who can help.

4. Bullying only occurs face to face – True or False

Answer – False. Bullying can occur online and through text messages. This form of bullying is still harmful.

5. If someone I know is being bullied, I can do something to help – True or False

Answer – True. Sticking up for someone, reporting bullying and being a friend to the victim are all ways you can help stop the bullying.

6. No one deserves to be bullied at school – True or False

Answer – True. Everyone has the right to feel safe and treated respectfully. We should celebrate our uniqueness and differences.

7. When someone is being bullied, they are the only ones affected – True or False

Answer – False. Bullying affects the victim's family, friends and community. It also affects other students who can feel scared and stressed to be in that environment

8. Excluding someone from a game or activity can be a form of bullying – True or False

Answer – True. Hurting someone's feelings by constantly leaving them out is called social bullying

Key message: every student has the right to feel safe, supported and included at school

Session 7 Service

60_{min}

Equipment:

- rackets
- balls
- cones
- buckets
- A4 paper
- Table

Activities:

Bucketball	10min
Frogger	10min
Target Serving	15min
Around the World	15min
Bounce it Back	10min

WARM UP

Bucketball

EQUIPMENT
Per Group



TIME

10_{min}

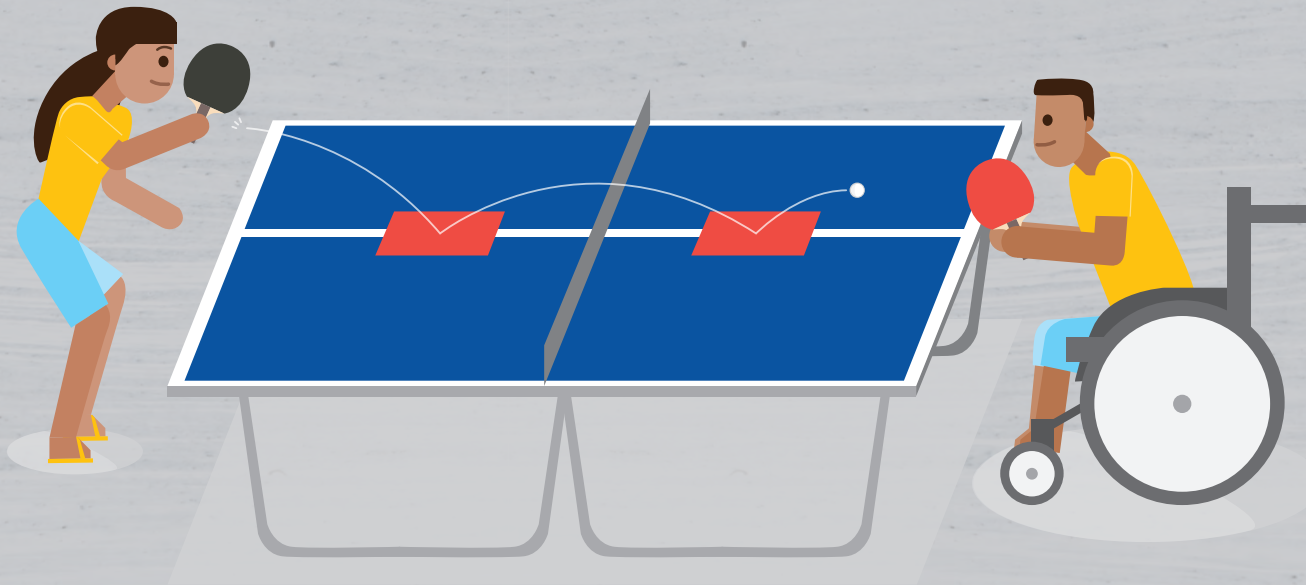
What to do:

Player hits 3 balls and attempts to run around the bases before all the balls are placed in the bucket by the fielding team. Player stops running when all balls are returned. Player scores a point for every base they reach. Continue running laps until all balls are returned.

- Mark playing area using cones and place bucket in the middle. Bases roughly 10m apart
- Make two teams. Ensure both teams get a turn at fielding and batting
- Fielding team take positions and must remain still until the last ball is hit
- Team with the highest score wins



- Use table tennis ball and rackets for advanced students
- Use large hall or play outside
- Use soccer balls and kick for batting team
- Use tennis balls and throw for batting team



GAME 1 Frogger

EQUIPMENT
Per Group



TIME



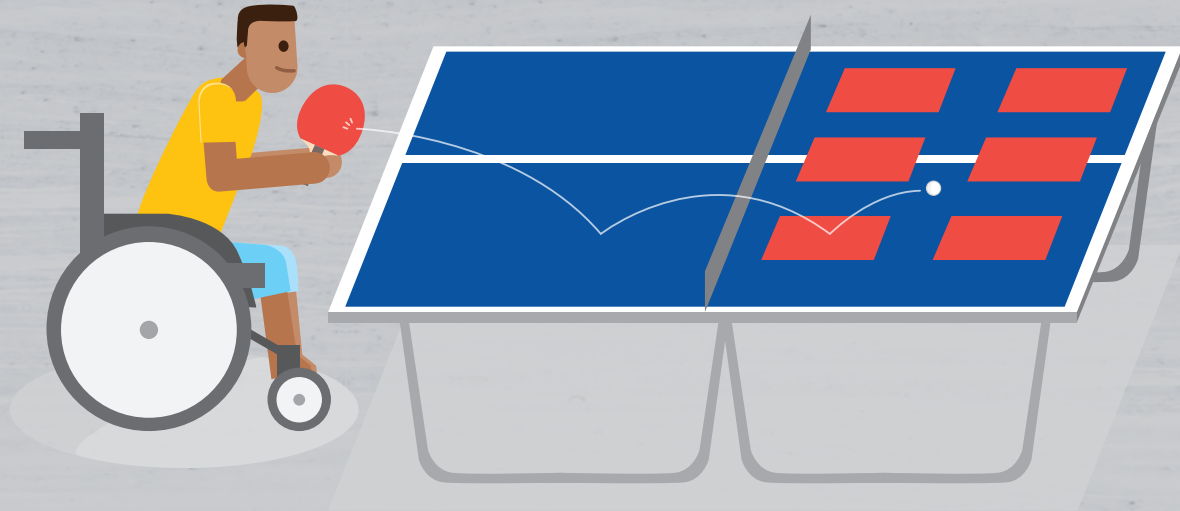
What to do:

Explain basic Service rules. Students aim to hit the designated targets.

- Place students in small groups or pairs at each table
- Place one A4 paper on each side of the table
- Students serve the ball and attempt to hit both sheets of paper
- Students alternate turns



- No toss needed for students with less experience
- Increase target size
- Make students sit down on chair, stand on one leg etc.
- Introduce scoring system to make it more competitive



GAME 2 Target Serving

EQUIPMENT
Per Group



TIME



What to do:

- Place targets on one end of the table
- Give each target a value (furthest targets worth more points)
- Each player has 10 serves and attempts to hit targets
- Students tally their score



- Change size of targets depending on the level of the students
- Vary the serve attempts per student

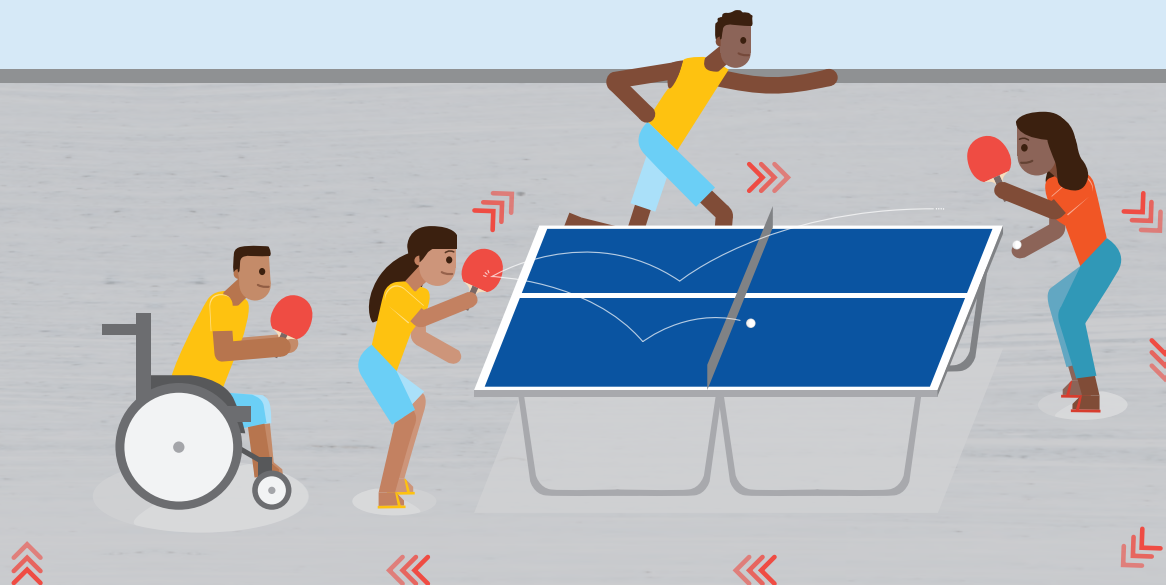
GAME 3

Around the World

EQUIPMENT
Per Group



TIME



What to do:

- Teacher stands at end of the table with 10 balls
- Students line up at the opposite end
- First player hits the ball then runs around the table and re-joins the line
- If the player misses, he/she has to pick up the ball



- Depending on group size available staff, start the same game on multiple tables
- If the group size is small, increase number of hits per player
- For larger groups have students run further, for example a lap of the hall or court before returning to the line

INCLUSION

Bounce it Back

EQUIPMENT
Per Group



TIME



What to do:

- During this activity, only one person speaks at a time
- Teacher starts by bouncing a ball to a student
- The teacher then tells the student something they appreciate about them, for example “I appreciate how you always use your manners”
- The student then bounces the ball to someone different and tells them what they appreciate about that student
- Activity continues, always with a new student receiving the ball
- Activity finishes when the ball is bounced back to the teacher



- Ask students to sit down once they've bounced the ball
- Students bounce it back to person they received it from before passing to a new receiver
- Arrange into smaller groups

Key message: making people feel valued and appreciated helps build stronger communities and improve emotional wellbeing.

Session 8

Practice the Basics

50_{min}

Equipment:

- balls
- rackets
- cones
- A4 paper
- tables

Activities:

Stations	50min
Story of Change	10min

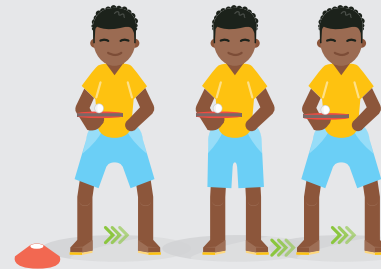
What to do:

Set up six stations:

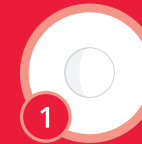
- 1. Footwork
- 2. Control
- 3. Service
- 4. Spin
- 5. Backhand
- 6. Forehand

STATION 1

Footwork



EQUIPMENT
Per Station



Tips for Teachers:

- Split group evenly among stations
- Groups rotate every 5-10 minutes (depending on the size of the groups)
- Ensure all students attempt station activity before rotating

What to do:

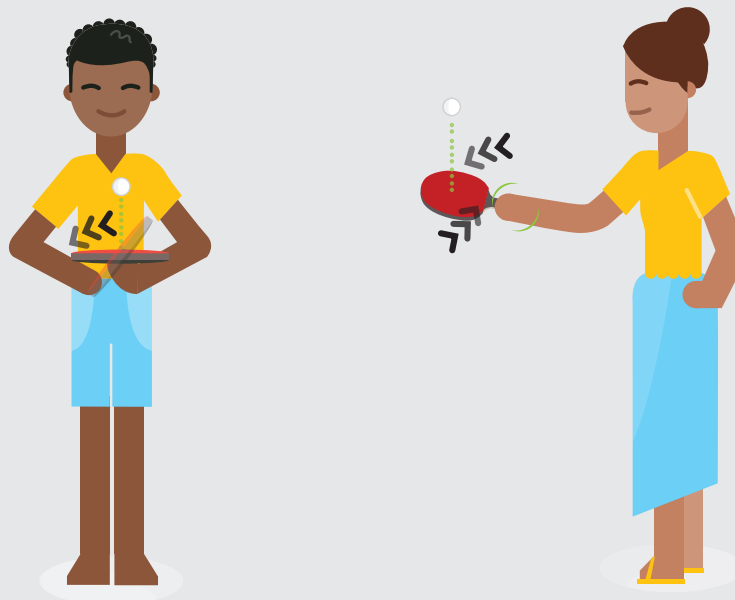
- Place cones 4m apart
- Player balances the ball on the racket
- Player side-steps between cones



- Ensure all students in group get a turn before rotating to next station
- Bounce ball instead of balancing
- Students must stay low in crouching position

STATION 2 Control (bouncer)

EQUIPMENT
Per Station



What to do:

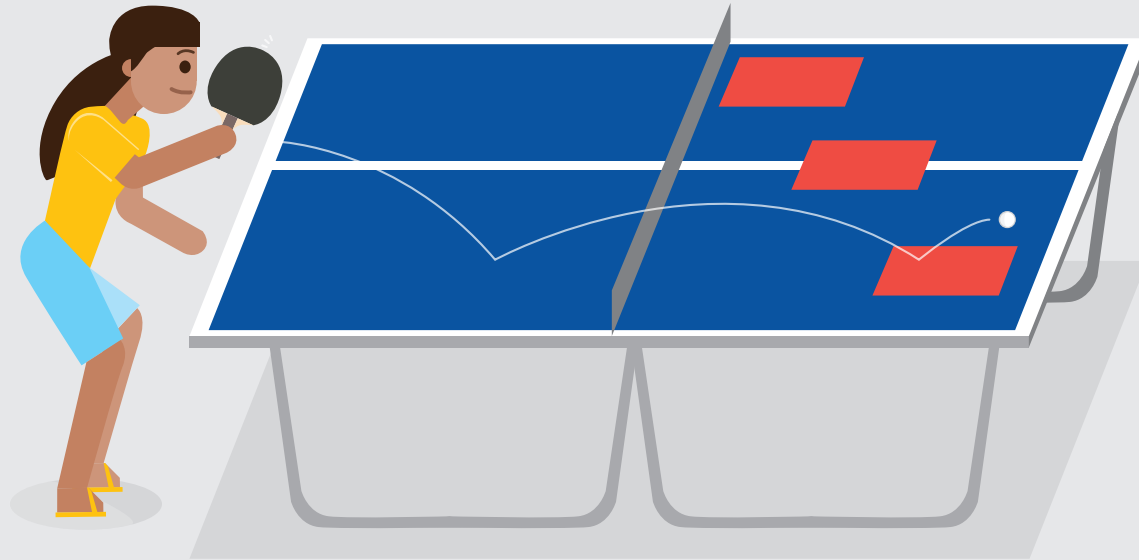
- Player bounces ball on racket alternating forehand and backhand



- Ensure students are using the correct grip
- Stand on one leg
- Jog while bouncing

STATION 3 Service

EQUIPMENT
Per Station



What to do:

- Place 3 A4 paper targets on one end of the table
- Each player has 10 serves and attempts to hit targets
- Player needs to serve with forehand using correct service rules

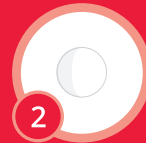


- Use spin serve

STATION 4

Spin

EQUIPMENT
Per Station



What to do:

Part 1 – Backspin

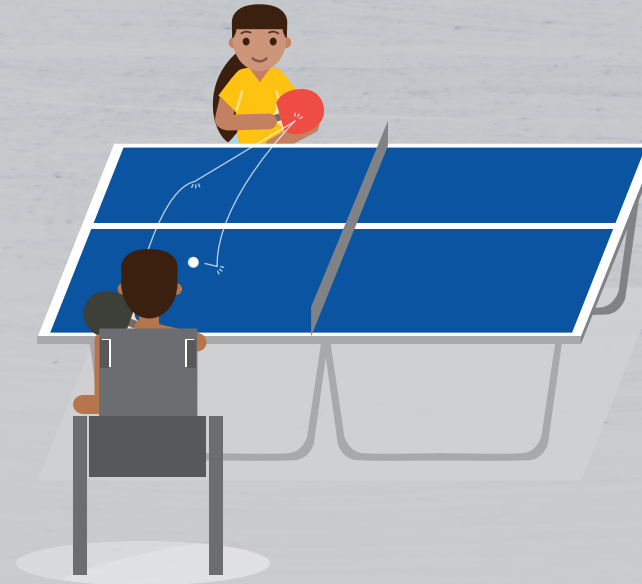
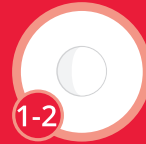
- Mark lines 1.5m apart
- Player stands on one line with racket and ball
- Player attempts to hit the ball over the opposite line with backspin
- Successful shot results in ball returning to the player
- Each player has 10 attempts

Part 2 – Sidespin

- Mark a triangle with a 2.5m base using cones, tape or barriers
- Player stands at one point of the base and target is the opposite end of base
- Player hits the ball on 45° angle (towards triangle 'point') with side spin
- Successful shot results in ball hitting target area
- Each player has 10 attempts

STATION 5 Backhand

EQUIPMENT
Per Station



What to do:

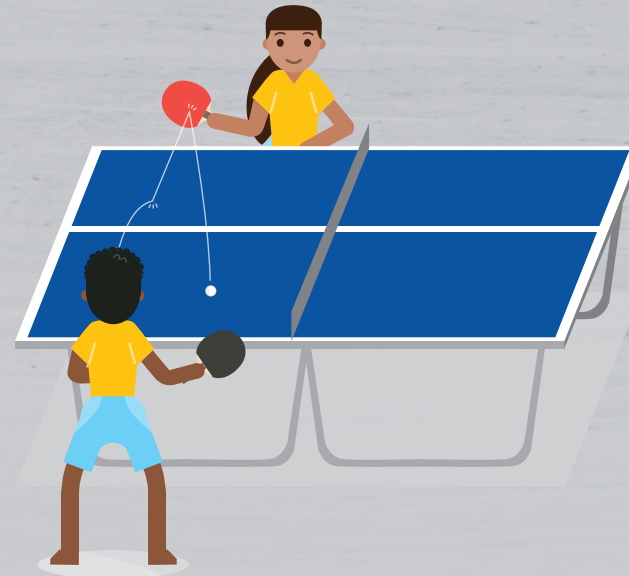
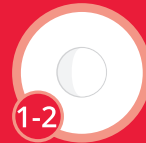
- Pairs stand opposite each other across half table
- Using backhand only, students have a rally
- Aim is to have the longest rally
- Each pair keeps count of longest rally
- Continue rallies until time is up



- Play full length of table
- Play fast rallies to increase difficulty
- Keep the ball low to increase difficulty

STATION 6 Forehand

EQUIPMENT
Per Station



What to do:

- Pairs stand at opposite corners of table
- Using forehand only, students have a rally
- Aim is to have the longest rally
- Each pair keeps count of their longest continuous rally.



- Play across half of table
- Play fast rallies to increase difficulty
- Keep the ball low to increase difficulty

INCLUSION

Shame to Fame

EQUIPMENT

- Projector, laptop Shame to Fame video clip – YouTube | ITTF-Oceania channel | Smash Down Barriers

TIME



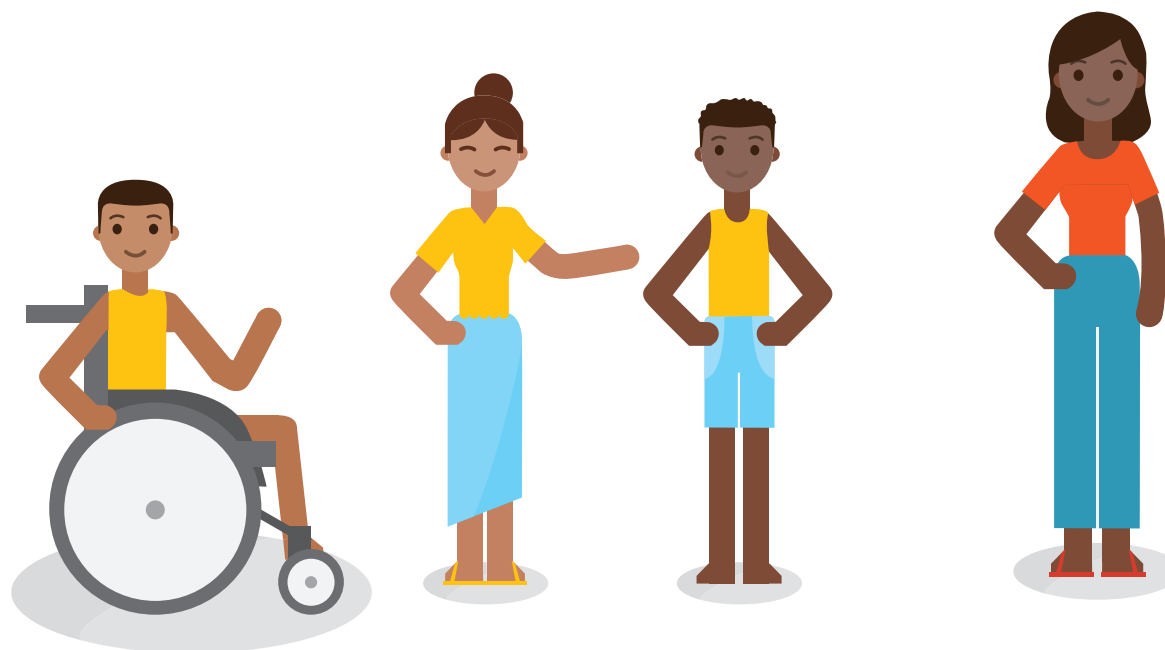
What to do:

Show class Kope's story and discuss the importance of inclusion, the impact of bullying and discrimination. Reinforce the importance on focusing on people's abilities and what they can do.

Key message: Removing barriers, whether physical or social, can enable everyone to participate and contribute to the community.



- Use Shame to Fame article if video clip or projector is not available





Equipment:

- rackets
- balls
- tables
- nets
- cones
- timers
- assessment sheet
- certificates

Activities:

6 Stations

Skills Assessment

What to do:

- Set up stations from Session 8
- Test Procedures sheet outlines rules and targets for each station. Inform group of procedures
- Each student receives a copy of the Certificate
- Students record own results on the Certificate. Teacher keeps a tally on Master Record
- Divide the class equally among stations
- Groups rotate stations every 7 minutes



- Evaluation is optional, teacher should determine whether to utilise
- Individual Certificates are optional. Teachers can record results on Master Record if printing is not available
- Ensure stations and equipment are set up and ready before students arrive
- If time allows, repeat Session 8 to give students more opportunities to practice and prepare for test

Test Procedures



STATION	Station 1 Footwork	Station 2 Control	Station 3 Service	Station 4 Spin	Station 5 Backhand	Station 6 Forehand
	Side to side footwork while balancing ball	Bouncer alternating forehand and backhand	Hitting the targets			
	<ul style="list-style-type: none"> • 2 barriers • 1 racket and ball per player • 1 stop watch 	<ul style="list-style-type: none"> • 1 racket and ball per player • 1 stopwatch 	<ul style="list-style-type: none"> • 1 racket and ball per player • 3 A4 sheets 	<ul style="list-style-type: none"> • 1 racket and ball per player • Cones, tape or barriers 	<ul style="list-style-type: none"> • 1 racket per player • 1 ball per pair • 1 table – half per pair 	<ul style="list-style-type: none"> • 1 racket per player • 1 ball per pair • 1 table
TEST PROCEDURE	<ul style="list-style-type: none"> • Barriers 4m apart • Player has to touch barrier with free hand to complete a shuttle • 45 seconds allocated 	<ul style="list-style-type: none"> • Form pairs • 1 player attempts activity and partner keeps count • Alternate roles • 45 seconds allocated 	<ul style="list-style-type: none"> • 3 A4 sheets diagonal on table • Ball must bounce on sheet with first bounce • 10 attempts 	<ul style="list-style-type: none"> • Player select Part 1 or 2 for assessment. • 10 attempts 	<ul style="list-style-type: none"> • Pairs perform backhand rally • Pairs keep count of rallies • If pair make a mistake, restart count from 0 • Longest rally is final score submitted to assessor 	<ul style="list-style-type: none"> • Pairs perform Forehand rally • Pairs keep count of rallies • If pair make a mistake, restart count from 0 • Longest rally is final score submitted to assessor

Master Record



No.	Target Scores	
Name		
Station 1	5	
Station 2	25	
Station 3	1	
Station 4	1	
Station 5	15	
Station 6	8	
Total	5/6 to pass	
Pass or Keep Practicing	<i>P or KP</i>	

Certificate

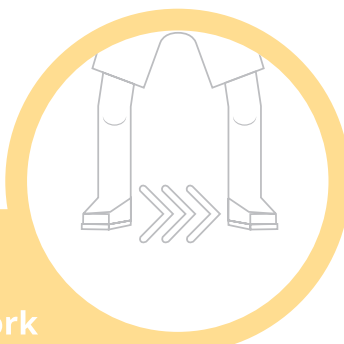


This Certificate certifies that

has successfully completed the
Bounce It Back Table Tennis
School Program.

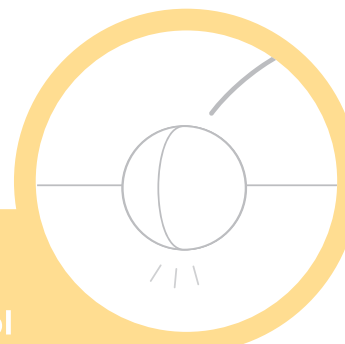
Date of Birth:

Date Completed:



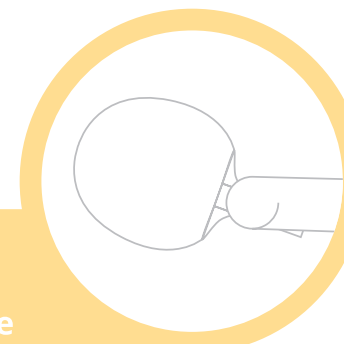
1 Footwork

Your Score



2 Control

Your Score



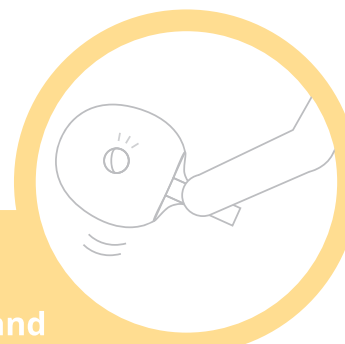
3 Service

Your Score



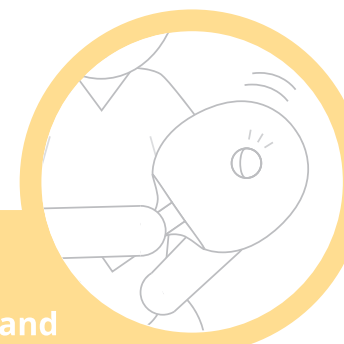
4 Spin

Your Score



5 Forehand

Your Score



6 Backhand

Your Score

Alternative Equipment

The aim of the program is to engage participants through fun and play. Having all the technical equipment is not necessary to achieve this. Teachers and volunteers should be creative if equipment is not available. Below are some alternative equipment suggestions.

Any Table's a Table

- School desk
- Ply board
- Bench top
- Floor
- Build your own (visit Ping Sans Frontières website to access the *Building Handcrafted Table Tennis Tables handbook*)

No Net, No Worries!

- Thong
- Book
- Timber
- String
- Box of tissues
- Plastic cups

What's that racket?

- Cut out rackets
- Use your hands
- Plastic lids
- Mobile phone

Can't bounce? Having Fun is all that counts

- Balloons
- Hacky sack (rice filled bag or balloon)
- Paper ball

Useful Links / Contacts

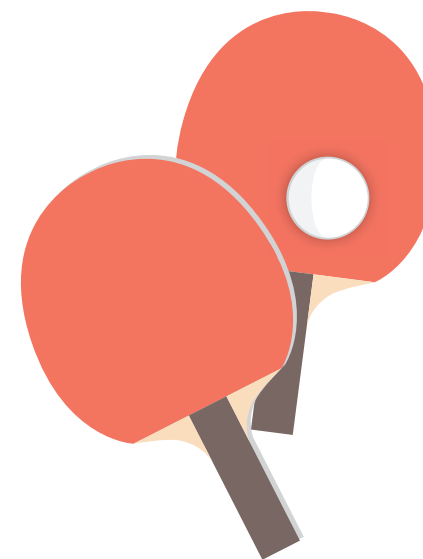
Visit www.ittfoceania.com/participation/ for more resources and information on Bounce it Back.

For information about the Smash Down Program visit www.smashdownbarriers.com

For the Building Handcrafted Table Tennis Tables handbook, go to www.pingsansfrontieres.org/home-page/

For information about table tennis visit www.ittf.com and for information about para table tennis visit www.ipttc.org

To find a club or for more coach education and resources, contact your state or national table tennis association.







BOUNCE IT BACK