



TENNIS

Tanya Berg
Graham Scargall
March 5, 2002

A UNIT PLAN



Table Of Contents

Title Page	1
Table of Contents	2
Introduction	3
Philosophical statement	4
Entry level and exit outcomes	5
Unit learning objectives	6
Sequence of major events	7
Content analysis of psychomotor and cognitive subject matter	8
12 Warm-up/introductory activities	9
Description of tasks and activities	12
Teaching styles used	39
Managerial routines	40
Block plan of 10 lessons	42
Assessment procedures and tools for learning outcomes	45
Lesson plans	51
Safety considerations	55
References	56

Introduction:

We are involved with a Grade 10 girl's physical education class. The students in the class vary in skill level. Student's skills range from club players and novice players to students, which have never held a tennis racquet before. We intend to have all of the students participating at the end of the unit with a positive attitude towards the game of tennis. Our class is fortunate enough to have a tennis dome at their school, which they can utilize for the tennis unit.

Philosophical Statement

Our philosophy as teachers is to provide all students in our classroom with a safe and positive learning environment, where they can develop or continue with a positive lifelong attitude towards physical activity. In our classroom we intend to teach all students tactical movements, which will allow students to positively manipulate the elements of space, time, and force. This will allow students to focus on why skill development is important and can now occur with less difficulty. In evaluation we intend to mark students on progression of skill not on a single viewing. We believe that all students will be entering this unit with different tennis backgrounds therefore we can not evaluate them strictly on performance. Assessment of improvement will be completed through self check forms and the use of GPAI forms. The final goal for this unit will be to instill students with the basic ability to play tennis and the knowledge needed for their improvement. We hope this will foster a lifelong love for the sport of tennis.

Special Needs Students

Our class of students features two students who are in wheelchairs and two students who have been diagnosed with ADHD. Our philosophy will not place these students in a separate environment from the rest of the class simply because they possess extra needs. One of our students in a wheelchair is familiar with tennis and currently plays at a tennis club. The other three students with special needs have little experience with tennis. Our student's with ADHD will not be a problem since our lessons will involve constant activity and will not allow for restlessness. With all these points in mind we intend to freely mix our special needs students with the rest of the class. The one exception would be if our established wheelchair tennis player has tips for movement for our beginner.

Entry and Exit Outcomes

The entry level of the grade 10 female physical education class varies in skill level, from club players to students who have never held a racquet. The beginners have limited ability to recognize principles of space, force and time. They also have a limited knowledge of the rules, how to keep score, and the boundaries of the court. Based on this our exit outcomes will hope to see all students with an understanding of all grips and an understanding of the importance of the tactical movements, base decision making, the importance of covering, and adjusting to receive. We expect the students to have an understanding of strategies of defending and attacking also; we expect to see students anticipating play. In order to progress through to this level we intend to take students through concepts surrounding consistency, positioning, placement, and spin and power. We also intend to incorporate the four R's into the unit in hopes that students will get a better understanding for the tactics behind tennis, or perhaps experience the four learning domains. The four R's are read (reception), respond (decision), react (action) and recovery (feedback). With these new concepts we hope that all students will be able to participate in a game, modified game, or rally situation.

Unit Learning Objectives

Psychomotor:

- (Preparation phase, wind-up, force producing, and follow through).
- Demonstrate the concepts of grips for serve, volley, backhand and forehand swinging movements.
- Demonstrating the ability to perform proper technique and form in all possible movements of both the upper and lower body.
- Standards for individuals will be set from initial performance and they will be expected to improve their performance relative to their ability.
- Able to perform technique cues.
- Co-ordinate foot and racquet movements.
- Perform each skill in ready position with form.
- Increase muscular endurance.

Cognitive:

- Understand the safety rules involved in each event.
- Know and understand all rules and regulations essential to the game of tennis.
- Learn to analyze and evaluate other individuals, also being able to provide positive and corrective feedback. Feedback based on prior knowledge or corrective feedback sheet. (GPAI assessment forms)
- Explanation of the use of certain serves, strokes, and returns during a game.
- Knowing how to position one's self after shots.
- Apply and understand all body mechanics surrounding each of the skills involved in the psychomotor domain.
- Anticipate different shots and serves from their opponent.
- Explain doubles and singles strategies.
- Student being able to plan their strategy.

Affective:

- Work effectively in pair or team activities.
- Understanding the benefits of giving positive feedback and understanding the benefits of accepting feedback.
- Steady progressions allowing for positive experiences by the students.
- Maximum effort on behalf of all students.
- Apply the skills and knowledge learned in class on their own time.
- Play hard with good sportsmanship
- Display positive attitude throughout the unit.

Social:

Group and partner work enabling the creation of new social ties and the strengthening of old ties.

Increasing social bonds and creating new ones.

Increased social interaction will increase the quality of life.

Social environment will improve student/teacher relationship.

Sequence of Major Events

Tennis Unit (Ten lessons), March 2002.

Sunday	Monday	Tuesday	Wednesday	Thur.	Friday	Sat.
					Intro, basic assessment of class	
	Evaluation of basic skill, Intro to GPAI Forms		Intro to Task Cards		Small Quiz 20 marks	
	Video analysis, Self assessment GPAI		Tournament, Teacher evaluates on team play		Tournament continues	
	Video analysis, Finish Tournament		Small Quiz 10 marks		Finish Task Cards and GPAI, Doubles Tournament	

Content Analysis

“Content will be broken down progressively for tactical understanding and skill development” (Hopper, 1998). The principles of play for net/wall games which we intend to follow are, (1) Consistency, (2) Positioning and placement, and (3) Spin and power. We will start our lessons with basic skills of play, then we intend to progress into game play and then back to skill development (Thorpe and Bunker, 1989). Once this has been learned and practiced we intend to move onto tougher game play. The following diagram illustrates how skills will be broken down; the two categories are off-the-ball movements and on-the-ball skills (Griffin, Mitchell & Oslin, 1997).

Tactical to skill framework for teaching tennis

Tactical Problem	On-the-ball skills	Off-the-ball movements
Consistency <ul style="list-style-type: none"> • Keep the ball bouncing. • Get ready for next hit. <ul style="list-style-type: none"> ○ Keep ball going in rally longer than partner 	Catch and throw One touch control and strike Comfort grip and basic ground strokes	Recovery footwork Ready position Return to Base Position
Placement & Positioning <ul style="list-style-type: none"> • Setting up to attack by creating space on opponent's side <ul style="list-style-type: none"> ○ Guarding space on own side of net • Keeping the ball in play • Hit the ball to open spaces <ul style="list-style-type: none"> ○ Defending open spaces • Moving to where you think opponent will hit the ball • Attacking as a pair in doubles <ul style="list-style-type: none"> ○ Defending as a pair in doubles 	Ground strokes, Forehand and Backhand, Two handed backhand Grips Over-arm serve Dropshot Volley forehand and backhand Doubles play in full court Lob Overhead Smash	Footwork to set-up Recovery facing the court Quick movement to cover target area Split-step between shots Decision Making Adjust Poacher in Doubles
Spin & Power <ul style="list-style-type: none"> • Using spin and power to vary the height of the ball <ul style="list-style-type: none"> ○ Positioning to adapt to the flight of the ball • Reduce time for opponent to respond by hitting with power to open spaces <ul style="list-style-type: none"> ○ Using height to gain time to recover • Communicating with partner to set up the point 	Topspin Forehand and Backhands Slice Backhand and Forehand Topspin, flat and slice serves Power on serve	Prepare racquet early Anticipate where opponent will hit the ball and position in response.

Warm-ups

One of the most important parts of any lesson is the warm-up. The warm-up should include movement of major muscle groups in order to increase the heart rates of the students. Warm –up is a key part of any lesson, the warm-up not only increases the heart rates of students, but it also gets them involved and focused on the activities going on around them and for the activities which are about to come. We will introduce many different warm-ups in our unit plan, which we consider to be fun and motivating for any physical education class. Some of the warm-ups will be sports specific while others will be fun.

- 1) **Castle Game-** In pair's students number themselves one and two. Number one gets a cone and number two finds a space. The object is to hit the cone with one bounce of the ball. The game starts without racquets and focuses on movement and anticipation of where the ball will bounce. Once proper movements are achieved racquets are added to allow students to experiment with grips and force.
- 2) **Line Game-** Student's get a partner, and each labels themselves either one or two. Number one gets a ball and number two finds a line. Beginning without racquets, students bounce the ball on their side of the line, over to their partner. This continues in a cooperative setting until proper movements are achieved. Games grow more competitive as students try to anticipate where the ball will land and how they can make catching the ball more difficult for their partner. To increase difficulty racquets are added and students focus punching the ball down and forward on their side of the line.
- 3) **Volley Warm-up-** In groups of two number yourselves one and/or two. Number one gets two racquets and number two get a ball and a place at the net (Four groups per net). The objective is to toss the ball close to the net for the partner to use a forehand volley return. Once this is accomplished try the backhand volley. Now try to serve the ball to your partner with your racquet, once they return it with either the forehand or backhand volley catch it and serve it again trying to alternate forehand and backhand volley returns. Once this is accomplished try to do a one-touch return, so the movement and flow is continual.
- 4) **Throw-Catch-** In groups of two, number one get a racquet and number two get a court. Partner one with the racquet serves the ball to partner number two who tries to catch the ball before it lands, which means number two must anticipate where number one will contact the ball and where it will land. This drill repeats for a few minutes allowing each partner adequate time to both serve and catch.

Make sure students know how to do a split step prior to participating in the warm-up. Also, make sure students understand the concept of anticipation.

- 5) **Over-space game**- Each student gets a partner and number one gets one ball and two markers and number two gets two racquets. Together you find a space anywhere on the court and mark of an area where you and your partner are 10 ft. apart. Partner number one bounces and hits the ball with a down and up action toward Partner number two, who is standing waiting to receive the ball. Partner number two hits the ball with a down and up action and stepping into the shot back to Partner number one. This repeats until you or your partner has hit several shots. There is an emphasis on stepping into the shot and hitting the ball in front—"hitting zone". Partners should also try to hit the ball with the under-over action. This will put some spin on the ball and give your opponent less time.
- 6) **Shuffle Game**- Partner number yourselves one and two number ones get a ball and twos get cones and number twos finds a space on the floor. With a ball, partners shuffle back and forth putting the ball over the cones. The ball is only allowed to bounce once. If the ball bounces more than once than the player who dropped the ball gets a point. The partners play to three. The winner moves two positions to the left to play another partner.
- 7) **Bean Bag Shadow Lunge**- In pair number yourselves one and two, number ones get a quadrant/10 yard area and number twos get three bean bags. The beanbags are set up in the center of the squared off area. Number one will be the runner first, whose job is to pick up the beanbag and move it to a corner. Number one then moves to pick up a second beanbag to put it in another corner. The partners job is to shadow partner number one and pick up the beanbag left on the corner cone and put it back in the center. After this has been achieved the teacher can increase the pace and lunging action to increase heart rate and ROM.
- 8) **Follow the Leader**-Have students form groups of five and six people. This can be done by the teacher or by the students. Have one student from each group lead their group around the gym, and the group copies what the leader does. Switch leaders every minute until all students have had the chance to lead the group. The activities involved can be running, jumping, skipping etc...
- 9) **Aerobics**-This is a teacher lead activity, where the teacher plays music and leads the students around the court doing a variety of movements and activities. This is also known as FARTLEK. Activities are to be at pace and motivating in order to get the students involved actively, cognitively and socially.
- 10) **Toilet Tag**- Two chasers will chase the group in an assigned area and when a student is tagged they have to go down on one knee with their right arm out. For them to become "free" a classmate must come and sit on their knee and "flush the toilet" by pushing their arm down. When the student is sitting on someone's knee, they are "safe".

- 11) **Cone Lunging**- In partner's number yourselves one and two, number one gets two cones and a bag of beanbags. Number two finds a space on the court. Students set up cones 10" apart. The objective of this drill is for a partner to lunge from one cone to another for 20 seconds. The other partner counts how many times there partner gets from one cone to another. Partners switch over after the 20 seconds is up. Students can decide how far apart cones can be, and they can also guess at how many times they will touch the cones within a certain amount of time

- 12) **Mirror Stretching**-In partner's, students copy one partner who stretches. After two stretches the leading stretcher switches to the other partner who then lead two stretches. Partners could also help one and other to stretch, PNF stretching.

Description of Tasks and Activities

1. Footwork

- A ready position that allows players to move quickly on the court (forwards, backwards, side to side)
- Weight is over balls of feet with knees slightly bent (feet should be shoulder width apart)
- Elbows should be kept away from body to allow for free movement
- Arms should be slightly extended holding the racket in front of you at waist height
- The racket is held by the handle loosely with the dominant hand using the forehand grip
- The racket is supported by holding it at the throat with the non-dominant hand

Cues

- Racket and weight forward
- Knees slightly bent with weight on balls of feet
- Opposite hand supporting racket
- Face the net with racket pointing in direction of opponent

Activities for footwork

Cover the court

Partners, half-court from the net, ten tennis balls

One partner has tennis balls at the net, the other partner lines up behind the baseline

The partner with the balls throws one ball at a time to different areas of the court

The partner behind the baseline uses a split-step then push off to get to the ball, catch it then toss it back to their partner, then returns to base position

The tosser throws at least ten balls allowing time for their partner to return to baseline to go for the next toss

After ten tosses partners rotate jobs

Simplifications

Throw ball softer

Tell partner where you are throwing ball (ie left baseline)

Allow two bounces

Extensions

Throw ball harder

Cover all areas of the court (surprise partner)

Have partner at the net hit balls lightly with racket

Have partner on baseline “punch” balls back to partner at net with racket

Cues

- Partner catching always returns to baseline
- Partner catching always performs split step to be prepared for next toss
- Partner tossing should look where they are planning on tossing so catching partner can work on decision making
- Throw to as many parts of the court as possible
- Partner at net continues to reinforce ready position cues

Mini-Court

- Using marker shorten a half court to the service box
- With modified courts begin a rally situation with partner
- Use the new baseline as a reference point for where Base position should be
- Start the rally with an underhand serve
- Play out the point
- The winner of the point moves their marker back three paces to make their court larger
- Continue until one player has scored five points
- Restart game with markers in the same position as they were last game

Simplifications

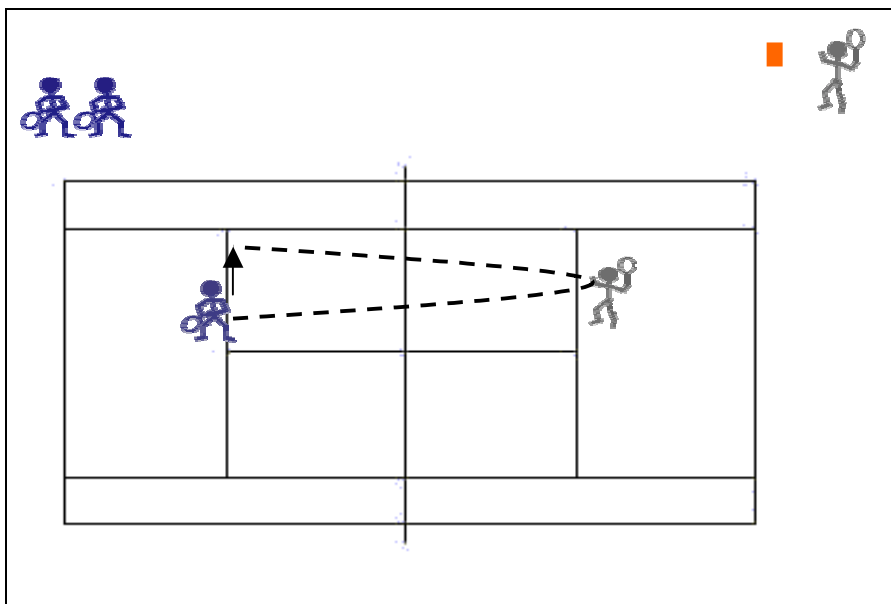
- Allow two bounces
- Play only using forehand strokes

Extensions

- Have the court increase in width after length has been completed
- Use both forehand and backhand strokes
- Begin game with overhead serve

Cues

- Return to base position
- Split step before every return
- Watch partner to anticipate where they will hit
- Use advantage of bigger court to hit to open spaces



2. The Forehand and Backhand Grip

The best grip for beginners

It gives maximum strength for hitting the ball

“Shake hands” with the racket

Wrap your thumb and fingers around the handle

“V” shape between your first finger and thumb

The base knuckle of the thumb is centered on the top of the grip

Make a “trigger finger” with the first finger

Fingers are comfortably spread

The end of racket protrudes slightly from hand

Cues

- “Shake hands” with racket
- “V” shape between thumb and first finger
- Base of thumb at top of grip

Other Forehand Grips and Cues

Eastern forehand grip

Note that the eastern grip is popular with beginners and is widely used with forehands because of its comfort. The grip can also be used to hit backhands, serves and volleys. Here is how to make the grip:

1. Hold the racket in front of you in your left hand (or right hand if you're a left-handed player).
2. Rotate the racket so that the face (strings) of the racket is perpendicular to the ground.
3. Lay the palm of your free hand flat on the face of the racket.
4. Move your palm toward your body, down the shaft of the racket, until it hits the end of the handle.
5. Wrap your fingers around the handle and space them slightly apart. Your thumb and forefinger should lie almost directly on top of the handle, forming a V that points toward your right shoulder (toward your left shoulder if you're left-handed). Your thumb should lie across the top of the handle.

Tips: An eastern grip is also called a "handshake grip" - it's like shaking hands with your racket



Eastern forehand grip

Western forehand grips

Note that the western grip is excellent in forehand play but feels awkward for beginners, especially when used for backhands, serves and volleys. Advanced players often use it to enhance their forehand play. Western Grip Steps:

1. Start by holding the racket with an eastern grip.
2. Relax your grip and turn the racket counterclockwise until the top of the racket points toward the "11 o'clock" position. Left-handed players should turn the racket clockwise to the "1 o'clock" position. This grip is sometimes referred to as a semi-western grip, see diagram (a) to the right.
3. For a full western grip follow the same procedure as in '2' above except rotate the top of the racket until it points to "10 o'clock" position ("2 o'clock" for left-handed players). See diagram (b) to the right.
Wrap your fingers around the handle and space them apart slightly. The V formation should point to your right (or left), and your thumb should lie across the top of the handle.



(a) Semi-western grip



(b) Full-western grip

The Backhand Grip

Single-handed backhand grip, also the continental forehand grip

Note that the continental grip is used by more advanced players in serving and volleying. Grip steps:

1. Begin by forming an eastern grip.
2. Ease your grip and turn the racket with your left hand (or right hand if you're a left-handed player).
3. Turn the racket until it is perpendicular to the ground, or pointing to the "12 o'clock" position. Then, if you are right-handed, turn the racket to about the "1 o'clock" position. If you are left-handed, turn the racket to the "11 o'clock" position.
4. Wrap your fingers around the handle and space them slightly apart. The V formed by the thumb and forefinger should point toward you, and the thumb should lie along the length of the handle. The bottom knuckle of your index finger should lie right on top of the racket.

The continental grip is often used for a single handed backhand grip. The more the racket is turned away from the body ("1 o'clock" position above) the more the thumb is placed at the back of the racket as a back-bone to the backhand shot. This grip is often referred to as the [Eastern backhand grip](#).



Continental grip



Backhand grip

Double handed grips

Note there are many variations on the double-handed grip based on the forehand grips with the other handed added.

The most common backhand grip is the single-handed backhand grip (eastern backhand) with the other hand added on top and touching the lower hand. For right-handed players the left hand (top hand) grips the racket with a Western forehand grip for a left-handed player.

Link to Tennisone.com for more insights on the double-naded backhand.



(a) Right hand double-handed grip



(b) Left-hand double-handed grip

Grip variations and overall tips

Between an Eastern and Continental grips is the Chopper grip. This grip can be used as a beginner grip and reduces the need to change grips in order to hit forehands and backhands.

The reverse angle view of the grip shows how the fingers should be spread around the rackethandle and relaxed. The thumb should be supporting the racket pushed against the side of the racket handle. It is important that the grip is relaxed until shot execution to reduce the likelihood of developing tennis elbow. To assess grip size [click here](#).

Overall Tips: Choke up, or slide your hand toward the racket's face, for more control. The amount of control depends on which stroke is used. Don't squeeze the handle too much, and keep your arm relaxed while swinging. Keep your wrist straight and your fist tight so that the racket doesn't spin out of your hands.

The best grip is the one that's most comfortable for you. If you find grip variations that work particularly well, use them.



Chopper grip



Reverse of Eastern grip

3. The Forehand Stroke

- Stand in ready position using the forehand grip
- In wind up phase the racket is drawn back early, the player turns their non racket side to the net
- The forward foot, hip and shoulder are directed towards the shot
- In the force producing phase step forward to hit the ball transferring weight from the back foot to the front foot
- As you transfer your weight swing the racket through at about waist height
- Contact with the ball should be slightly in front of your body
- Follow through with the swing across the body- this is a continuation of the forward swing – arm should be extended across body and racket head slightly higher than shoulder height
- As you complete the stroke, pivot to finish facing the net in a ready position

Cues

- Non-racket side facing the net
- Contact with ball is slightly ahead of body to allow for control and accuracy
- Contact with ball should be at waist height
- Point at ball with non-racket hand to assist in the weight transfer process

Adding Brushing for Topspin and Power

Using forehand stroke begin to emphasize brushing over top of ball at contact to add topspin

Will increase speed and power of hits making opponents returns more difficult

Add the progression of focusing on the levers involved in the forehand stroke

Begin with focusing on shoulder being drawn back along with wrist cocked back

In the swinging process the shoulder comes forwards first creating a whip at the racket

With the final follow through of the short lever of the wrist speed and power of the stroke are increased

Brushing action also needs to occur to create topspin

Activities for Forehand Stroke

1. Three Ball Feed

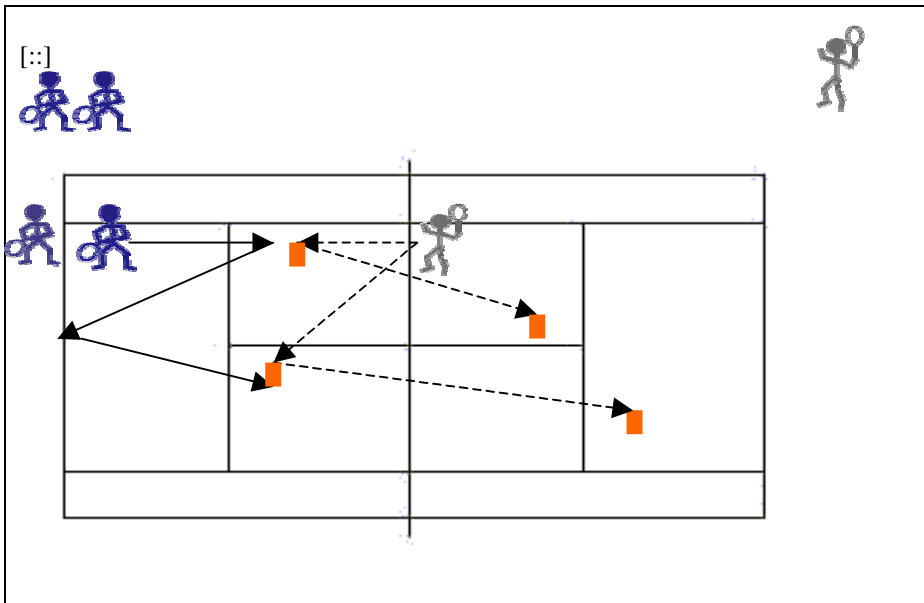
Purpose: To improve mechanics of Forehand stroke and the improvement of returning to Base with the incorporation of the Split Step.

- Instructor or skilled student stands at the net with a bin filled with tennis balls
- Students line up behind the baseline in the right hand corner of the court
- The instructor begins by feeding a ball to the side of the court the students are lined up on
- The first student in line Split steps moves towards the ball and executes a forehand stroke, then return to base position in the center of the court
- The instructor then feed a ball to the opposite side of the court for the student to Split step and executes a forehand stroke before returning to the end of the line
- As soon as the first student reaches base the following student in line Split steps and moves to hit a shot down the sideline then they proceed to the center Base position
- The pattern continue with the instructor beginning by feeding three balls in relatively quick succession before settling into a two feed pattern

Cues

- Instructor must focus on forehand stroke cues such as: hit the ball at waist height, hit the ball slightly in front of body, keep wrist cocked, return to Base, Split step
- Instructor must pace the feeding of balls so students can reach feeds
- Students must focus on setting body prior to every hit
- Brushing action should be incorporated for the students to add power and spin after consistency has been achieved
- Instructor can increase or decrease difficulty of feeds by adjusting speed, force, or time

Three Ball Feed



2. Brushing Drill

Purpose: To improve Forehand stroke by allowing one partner to focus on brushing ball while the other partner lightly punches back returns

- In pairs using half a court one partner will execute forehand strokes while their partner will simply punch back returns
- Partner executing forehand strokes will attempt to brush the ball to add topspin along with keeping shoulder and wrist cocked for power
- Partner punching ball will simply return the ball after every forehand by punching the ball across the net
- Partner hitting forehands returns to Base position after every hit
- Partner who is punching will offer cues to partner executing forehand strokes
- After ten to twenty forehand the partners rotate positions

Simplifications

- Partner punching can simply feed balls instead of returning
- Ball can be allowed to bounce twice
- Transition balls can be used to slow down drill
- Using a transition ball students can practice brushing using a wall as a rebounding surface

Extensions

Both students can rally using forehand brushing technique
 Entire court can be used
 Once consistency in ball placement is achieved students can then begin to incorporate spin and power

Cues

Keep shoulder and wrist cocked prior to contact
 Hit ball in front of body and at waist height
 Non-racket shoulder facing net
 Brush over the top of the ball to add topspin

4. The Backhand Stroke

Students using backhand grip with thumb pressed along back of racket
In the preparatory phase turn to the racket side of body with racket arm facing the net
In windup phase bend knees so body is lowered with back facing towards the net
In force producing phase transfer weight from the back foot to the front foot and swing the racket parallel to the court
The ball is contacted at approximately waist height or slightly below
The swing should brush the top of the ball to add topspin
In the follow through the racket arm should be extended in front of body and above head height
Point towards target with your racket in the follow through
Back into ready position

Activities for Backhand Stroke

1. “Dr. Hopper’s” Backhand progression

Purpose: To improve or develop the Backhand stroke emphasizing lowering body and brushing up on the ball.

- In pairs at the net have one partner with several balls (four) and the other partner on the other side of the net with a racket
- The partner with the racket stands one racket length away from the net facing their partner
- The racket is held with the backhand grip with the non-racket hand at the top of the racket
- The feeding partner tosses a ball over so that it bounces about two feet before their partner
- The partner with the racket bends their knees and with their racket facing the net brushing the ball over the net
- At the top of the swing the racket and the non-racket hand should spread apart
- The ball should go slightly above the net and should have top spin
- After about ten backhands partners should rotate

Simplifications

- Practice the catching action while bending the knees before adding racket

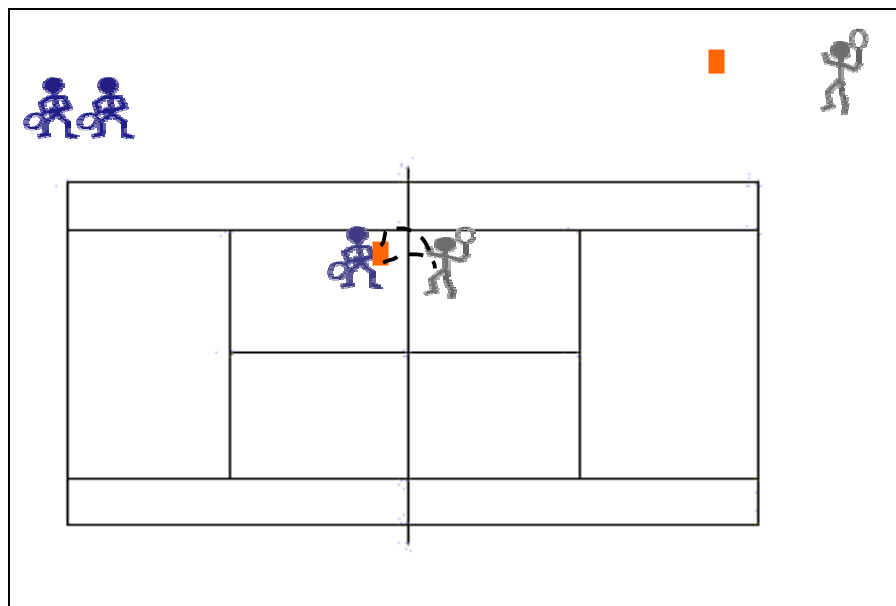
Extensions

- Have both partners use backhands over the net in a rally situation
- Remove the non-racket hand from the top of the racket
- Back away from the net and incorporate more power into the backhand

Cues

- Bend knees before hitting ball
- Hit up on the ball brushing it and causing top spin
- Develop consistency before adding power
- Use weight transfer to add force

Dr Hopper's Backhand Progression



The Two Handed Backhand (for students who do not have enough strength to properly return a one handed backhand)

In ready position grip racket in two handed racket grip

In the wind up phase pivot so that the racket arm is facing the net, and take the racket back (racket head facing down)

Force production- the weight is shifted from the back leg to the front leg

The racket is swung with both arms to contact the ball in front of the leading hip

In the follow through phase the racket head continues through the ball in the direction of the target, finishing with the racket head above head height

Return to ready position

Cues

Bend knees have body low

Brush over the ball to give topspin

2. Practice Two Handed Backhand

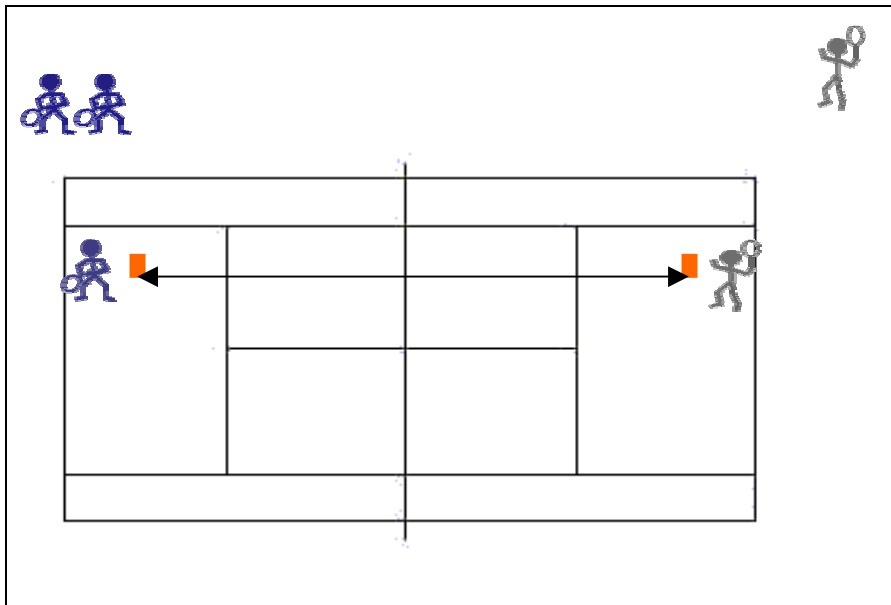
In pairs have one partner feed the ball by hand or with a forehand stroke over the net

Partner then proceeds to return the shot by using a two handed backhand stroke

To simplify allow for more bounces or use a transition ball to slow play down

To extend have both students hitting the ball using two handed backhands

After consistency is achieved students can add power and spin



5. The Volley

- Volleys are short, punched strokes played against the ball before it bounces on your side of the net

- In preparing for the volley the racket is held higher than the standard ready position
- Very little back swing in the wind up phase
- Split step is followed by a push off with the foot opposite the direction the ball is going
- The force producing “punch” has the racket moving abruptly forwards to meet the ball in front of the body between waist and shoulder height
- Step forwards to transfer weight keep knees bent
- The follow through should be short in the direction of the ball’s flight
- Return to ready position
- Drop shot can be incorporated by slicing the ball so it drops directly after crossing the net
- The drop shot is used when an opponent is deep in their court and could not recover for the short shot

Cues

- Remind students that the opposite foot to the direction of the ball is forwards (ie if the ball is on the left of the player their right foot will be crossed over)
- This allows for quicker recovery push off
- The punch is not a swing
- Should be quick and short
- Chopping motion allows for back spin on the ball for drop shot
- Split step allows for movements in either direction

Activities for the Volley

1. Toss N Volley

Purpose: To develop or introduce the volley by offering controlled tosses in which the volley can be executed on

- In pairs at the net one partner has a racket the other has several balls (four)
- The partner with the racket sets up in the ready position one racket length away from the net
- The student without the racket begins by tossing a ball to either side of their partner
- The partner responds with an appropriate push off and volley back to their partner, before returning to ready position
- Feeder rotates tosses from side to side giving feedback on the essential footwork needed for the volley
- Student hitting the volley must remember to return to ready position after every volley concentrating on their footwork

Simplifications

Remove the racket and begin with simply toss n catch concentrating on the proper footwork for the volley

Allow a bounce

Extensions

Have both partners volley at the same time one using only forehand the other rotating from forehand to backhand

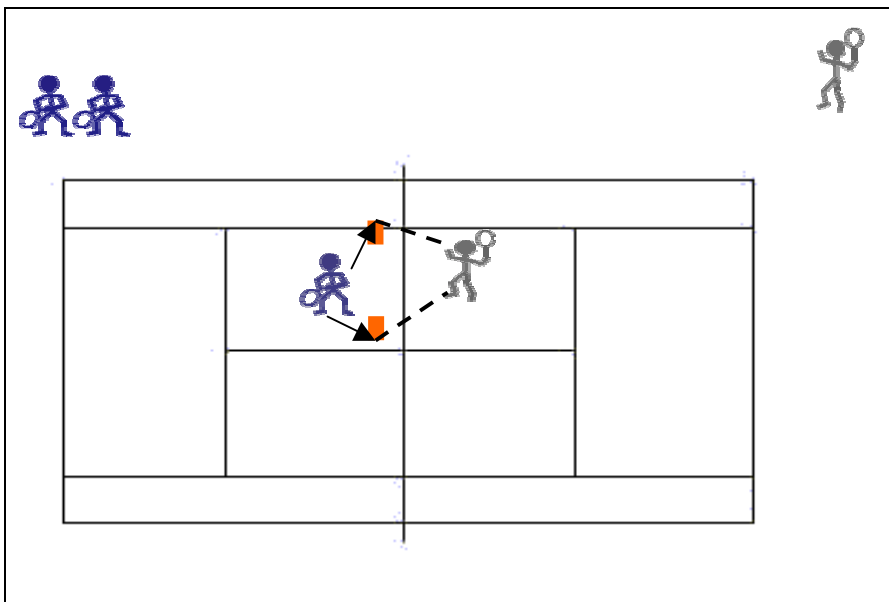
Add chopping motion to put spin on ball

Have feeder switch from repetitive patterns of tossing to surprise partner

Cues

Should focus on proper footwork

Split step, push off, punch, return to ready position



2. Dink Tennis

Purpose: To improve the volley by bringing in a game like situation

Using an under hand serve the play is continue with volleys without letting the ball touch the court

The court should begin modified using only the service box of half of the court

After every point the service line is moved back on the side that scored the point

Once the court has been maximized in length width should be increased until the whole court is being used

The game is reset after 5 points

Simplifications

Don't have the court increase in size

Begin with transition balls to slow down the game

Begin with tosses and no rackets

Only use forehand volleys

Extensions

Add chopping motion to the volleys

Use both backhand and forehand volleys

Begin with a larger court

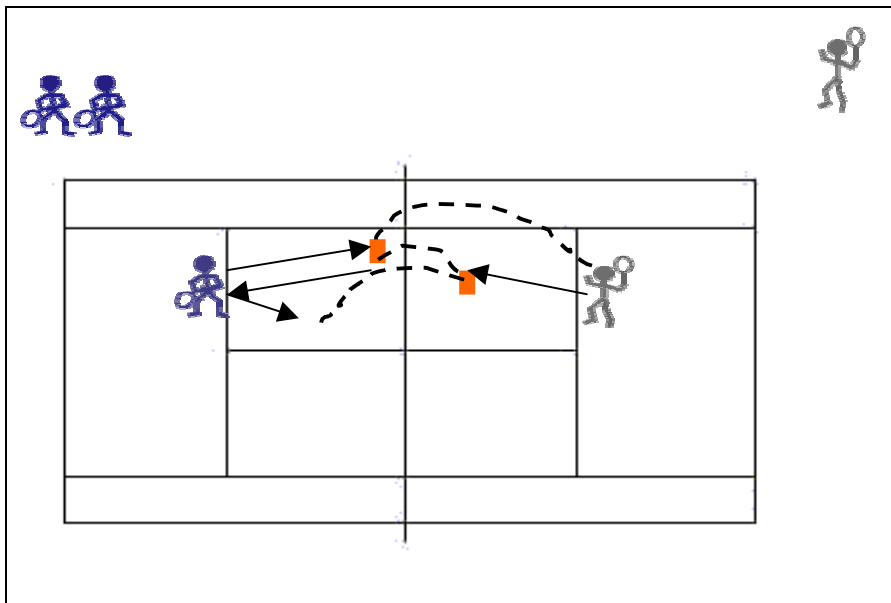
Cues

Focus on proper footwork

Return to ready position

Split step, push off, punch

Hit to open spaces



6. The Lob

The lob is the instinctive reply to a hard overhead smash from the opponent

The ready position is the same as in the ground strokes

In the wind up phase the racket is taken back and the waist turns sideways towards the ball

The elbow is relaxed at the end of the take back

In the force producing phase you step in and start to swing the racket head forward in a steep upward path

The bottom edge of the racket leads, and the ball is contacted in front of the leading hip between the knee and waist height as it falls

The follow through is high, finishing with the racket above the head

Cues

Racket is taken back low

Swing racket in steep path

High follow through, return to ready position

Activities for Lobs

1. Deep Lobs

Purpose: To develop or introduce a lob that is efficient and accurate

Students are in pairs, one stands on the baseline the other at the service box across the net

Player at the service box feeds the ball to the player at the baseline, who then hits a lob

Player hitting the lob tries to get the ball over their partners head- the player at the service box can move laterally, but not backwards

If the player at the service box hits the ball, or the ball goes out of bounds they get a point

If the lob is successful the player who hits the lob gets a point

Play to 10 points then switch roles

Simplifications

Feeder throws the balls to partner

Use transition balls to slow down the speed of the drill

Do not use point system until student can accurately lob the ball so it stays in the court

Extensions

Have both partners practicing lobs at the same time

Expand the width of the court to increase difficulty

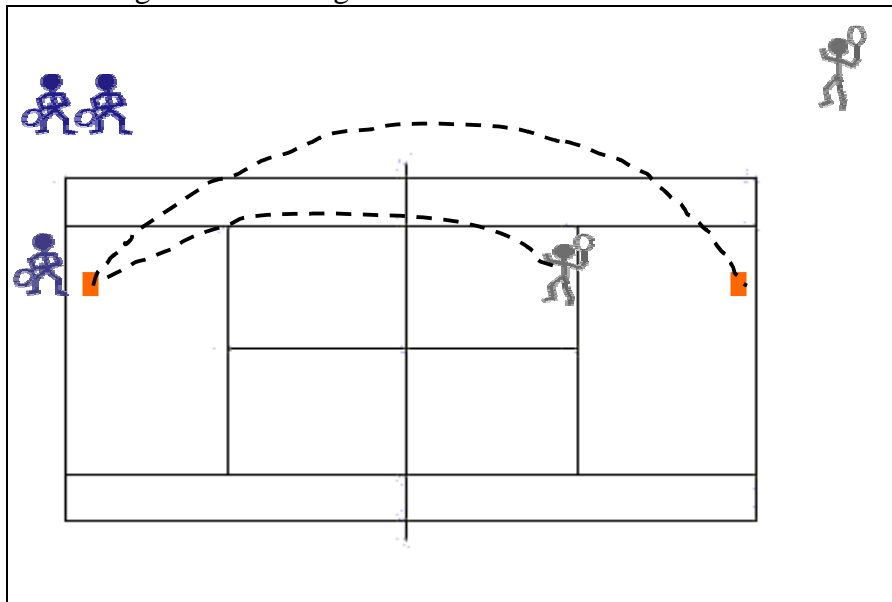
Have feeder hit the ball with more power and spin

Cues

Player hitting lobs should stay low knees bent

Swing is an upwards motion

High follow through



7. Overhead Smash

The smash is an aggressive hit often used as an effective counterattack to the lob or for plays where a volley is too high and soft

In preparation the racket is held with the serving grip, and students are in the ready position

In the wind up phase the body is turned sideways with the non-racket side facing the net

The racket is lifted into the throwing position, and the non-racket hand is pointed at the ball (La)

Weight is transferred forwards as the motion of the swing occurs bringing the racket behind the head (Di)

In the force producing phase the racket arm is extended as the racket head lifts to meet the ball; snap the racket head through the ball, and hit the ball in front of you in a downwards motion (Da)

The follow through has the racket head go up and over the ball as the rear leg swings through, finish with the racket down past the non-racket side of the body

Return to ready position

Cues

La, Di, Da elements of overhead smash

Racket hits up and over the ball

Proper grip allows for wrist to snap to generate spin and power

Activities for Overhead Smash

1. Four Quadrants Smash

Purpose: To incorporate the overhead smash into a game situation with volleys and lobs.

In pairs have an entire court to two people

Begin with only one of the service boxes on each side as in bounds area

The game begins with one student serving the ball underhand to their opponents court with no bounces allowed

The serve must be fairly low or their opponent will simply smash

The other student returns the shot with a lob, volley, or a smash

Once a point is scored the length of the court is increased to the baseline, then the other service box is included, and finally the last back quadrant is added

The game is reset after five points returning to the small modified court

With the expanded court there will be more volleys and lobs that offer opportunity for a smash on the return

Simplifications

Use a transition ball to slow the pace of the game down and increase control

Allow the ball to bounce once but don't allow forehand strokes

Extensions

Add spin to the overhead smash for power

Begin with a bigger court

Cues

Proper grip

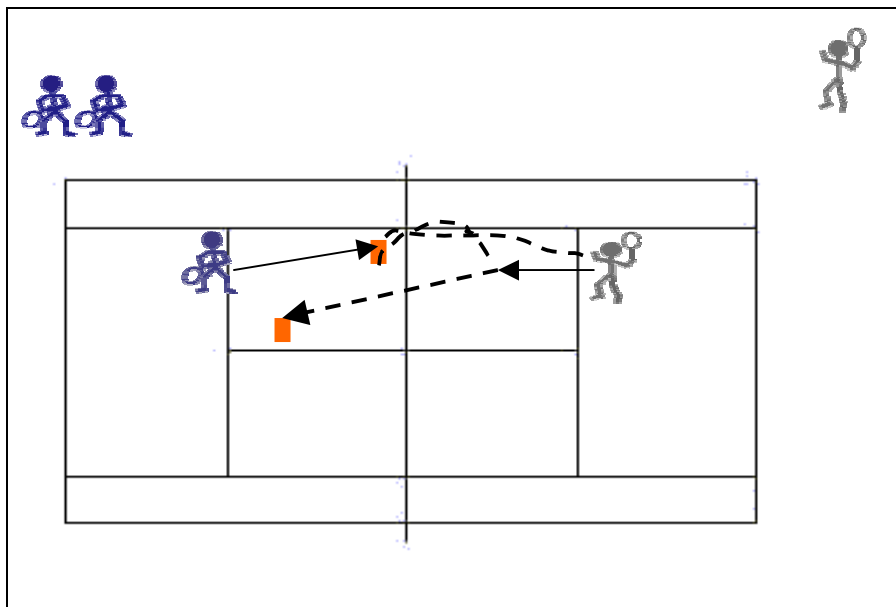
La, Di, Da motion

Punching motion of volleys

Upward swing of lob

Returning to base position

Four Quadrants Smash



2. Overhead Rally

Purpose: To incorporate both the overhead smash and lob into a rally situation.

In pairs one partner stands just behind the baseline feeding lobs to their partner who is standing close to the other side of the net

The partner returns the lob with an overhead smash then the cycle continues

After ten lobs and smashes the players switch roles

Simplifications

Use a transition ball to slow down the speed of the drill

Have partner toss balls instead of lobbing them for overhead smash

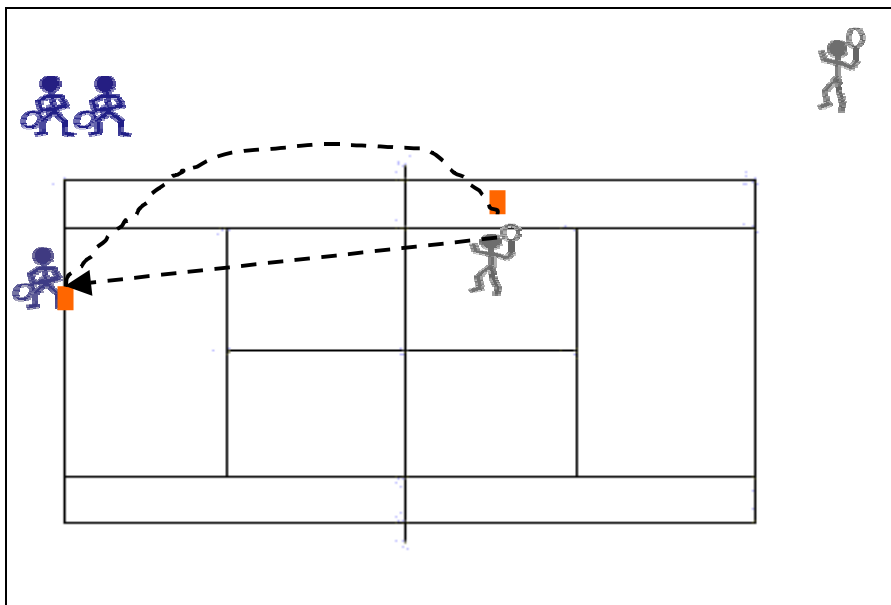
Extensions

Play using the entire width of the court to increase difficulty

Cues

High lobs

Hit up and over on the smashes



8. Overhead Serve

Use service grip with thumb pointing down to allow for full range of motion with wrist for spin and power

In the preparatory phases students stand behind the baseline with the non-serving shoulder facing the net

Front foot points towards the right-hand net post, and back foot is parallel to the baseline

In the wind up phase the tossing arm is fully extended with the elbow flexed, and the racket arm is taken back behind you (La)

As the ball is tossed, bend the racket arm bringing the racket up

Drop the racket into the throwing position (Di), keeping the elbow high; as the ball begins to fall the non-throwing arm begins to drop to the side

As force producing phase begins the legs are straightened and the racket head is launched up to hit the ball (body is fully stretched out at impact, only toes leave the ground)

Weight is shifted forwards, and the shoulders and trunk rotate forward, the wrist and the elbow snap the racket head upward and forward (Da), contacting the ball with the arm and racket at full extension

In the follow through let the racket swing up and out in the direction of the target- it is a natural continuation of the stroke across the left side of the body

The back foot steps forward and comes down firmly at the finish

By hitting up and over top of the ball spin and power can be added for a kick in the serve

The serve can also be sliced by hitting the outside of the ball

Cues

La, Di, Da

Full extension of legs and arms at contact

Racket head hits the ball square

Toss accuracy is very important

Consistency before power

Activities for Overhead Serve

1. Mini-court Service

Purpose: To develop consistency in serve

In pairs using modified courts with the service line at the service box rotate serves between partners

After three consecutive serves are in the students may take three paces back to a further service line

This progression continues until the regular service line is reached

When the normal service line is reached the game should be reset and then the students should try slices or top spin on their serves

Simplifications

Use a transition ball to slow the speed of the ball off the racket

Allow for time at a certain position to gain improvement

Practice the serving motion without a ball

Practice the toss without swinging action

Extensions

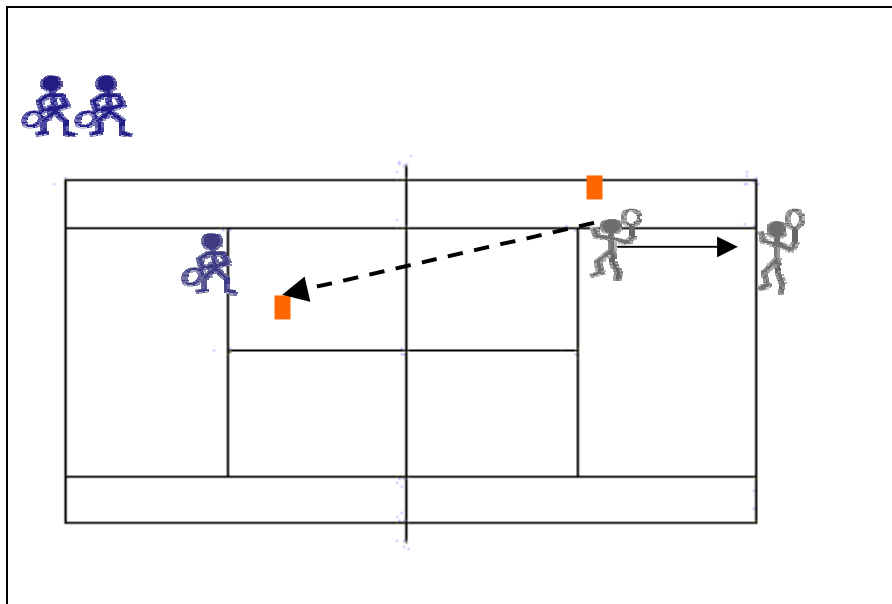
Practice slice serves, and putting topspin kick on the ball

Cues

High accurate tosses that force extensions of levers

Toss slightly towards head

Consistency and placement before power and spin



2. Serve and Rally for Point

Purpose: Practice for service which is incorporated into a game situation

- In pairs using a court play a rally situation for points while focusing on the placement of the serve
- One partner serves and then the point is played out
- The serve rotates after every point in a game that is played to 7 points
- The focus of the serve can be shifted to spin and power once consistency marked by 80% success rate is achieved

Simplifications

- Allow service from any distance from the baseline as long as it is in the opponents service box
- Use a transition ball to slow the speed of the game

Extensions

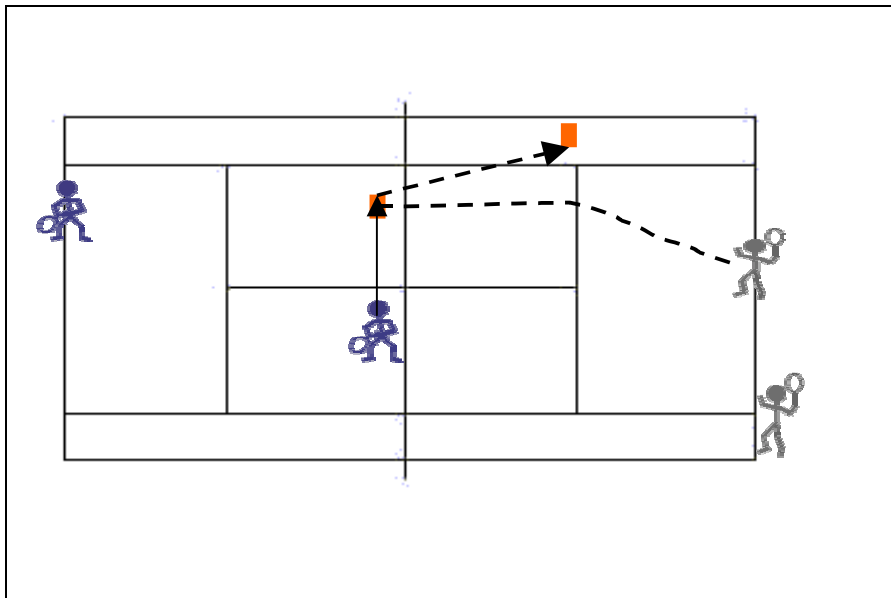
- Practice putting spin and slicing serves to surprise opponent

Doubles Play

Purpose: To provide students with basic knowledge of doubles play techniques that will improve student's doubles play.

- In Doubles the ideal positioning is to control the net with both players
- If controlling the net is not possible at least one player must be playing behind the baseline
- If both players are behind the baseline it is unlikely that they will win the point
- **The Poacher**
- Is a technique used in doubles to confuse an opposing team by reducing their time to react to the play
- In a setup with one player behind the baseline and their teammate at the net
- Just before the opposing team makes a hit to the player on the baseline the player at the net makes a split step move to the other side of the court where the volley or smash the ball
- The player on the baseline fills the other side incase the shot is returned
- This tactic reduces the amount of time the opponents have to react since they are not expecting a volley or a smash

Poacher Drill



Teaching Strategies

Command Style: In this style the objective is to learn to do the tasks accurately and within a short period of time, following all decisions by the teacher. In this style there is a direct relationship between the teachers requests and the students responses. From the teacher's request, the learner responds on cue. This type of teaching will be used to demonstrate warm-up activities and for the production of new and basic skills. This particular style is safe, quick and easy and time affective.

Practice Style: In the practice style the objective is for the student to have time to work individually and experience individualization. The teacher's role is to present a task, give a demonstration and provides individual and private feedback. Once instructions are given students carry on with individual or small group practice, their role is to explore and practice the new skill. This type of teaching will be used when the students have learned a new skill. The practice style will be used often in a lesson because it works in well to warm-up activities, task cards and station work. It is a great style for enabling students to establishing a new skill at their own pace.

Reciprocal Style: In the reciprocal style the objectives is to get students working interactively with their peers and receive and provide constructive feedback based on criteria prepared by the teacher. In this style one partner is the doer while the other is the performer. This style will be used for most activities because it gives students a chance to monitor the doer and give feedback. In order to get involved in this style a student must understand the skill, while evaluating gives the learner the chance to understand the skill better and when the observer becomes the doer the learner knows what the break down of the skill consists of and is able to understand the main aspects and cues of the skill.

The Self-Check Style: In the self-check style the objective is to learner to perform a task and for the learners to evaluate their own work and skill level. This style gives the learner a chance to act more independently and make more decisions. The teacher will prepare the subject matter, criteria and logistics, as well as, answer any questions by the learner. The teacher is also available for feedback and support. This style is effective for evaluating skills like the serve.

Inclusion Style: This style is beneficial for teaching a class with varying degree of skill (such as our class). Inclusion style ensures continued participation. The students select a level of a task that they feel that they can perform and they check and evaluate their own work. The role of the teacher is to make all subject matter decisions (levels of the task) and logistical decisions. An example of this would be when the students are learning too serve the teacher can have three different net levels for the students to practice over.

Guided Discovery: This style is used for the students to discover a concept by answering a sequence of questions presented by the teacher. The learner must listen to the teacher's question, discover an answer for each question in the sequence and then discover the final answer.

Managerial Routines

Procedures of Entry/Exit of the Facility:

- Please arrive quickly to class, students will be given 5 minutes after bell to arrive to the tennis dome.
- Wait for the instructor to arrive and instructions to be given before leaving the entrance area.
- Students will be Dismissed 5 minutes before the bell in order to change and be on time for next lecture.

Facility:

Please be respectful of the Tennis Dome, pick up all material after a session and put any waste in the designated areas.

Be aware of the floor and proper attire in order to maintain the facilities condition.

Rules:

- Rules for various progressions, warm up activities and culminating activities are given to students prior to the activities, when they are gathered around the teacher.
- Students, who chose not to follow the rules, will be warned about their behavior, and if it persists, they will be asked to sit out or get changed and sit on the side.

Equipment:

Racquets will be supplied, although it is recommended that the students bring their own, as the number of available racquets is limited.

Students are responsible for their ball only.

No dangerous play or fooling around in the facility, especially near the net.

Equipment used every session must be returned to its original place at the end of class.

Groupings of the class:

Students shall be allowed to pick their own partners unless, behaving inappropriately together.

Partnerships will switch regularly so as to provide the opportunity to work with several different people.

Modifications will always be provided for the activity increase there is a group of three in the class.

Ten Block Lesson Plan

Lesson	Review Skills and Concepts	New Skills/Concepts	Major Teaching Points	Organization/ Teaching Styles & Strategies
One *(C)	Go through set up and take down. Go through safety procedures.	Learning concepts of the game of tennis. Defining the consistency concept. Grips Foot work	1. Go through rules and regulations of the game. 2. Concept behind keeping the ball going. 3. grips explained: -Forehand (v form) -Backhand (handle in fingers) 4. Foot work -Pivot left foot- back hand -Pivot right foot- forehand	1. Teacher goes through warm-up activities = castle game and stretching. 2. Throw & catch drill for consistency. 3. Demo. Grips 4. Demo. Ready position 5. Movement drill 6. Short tennis game, so lots of movement. 7. Teacher gives feedback and asses skill level.
Two *(C)	1. Go through grips and footwork	1. Recovery position 2. FH & BH (drives) 3. FH & BH (short serves)	1. Recovery and your ready position. -Grip -Balls of feet -Racquet up 2. FH Drive- “back-scratch” & whip 3. BH Drive- racquet arm across chest & whip-like action. 4. FH short serves, pushing action, short follow through. 5. BH short serve, below waist, short follow through.	1. Warm-up: Toilet tag to become social and interactive and then play the line game to get more focused. While stretch review Grips and footwork. 2. FH-3 ball feed drill. 3. BH-Dr. Hopper’s progressions for BH (ref.) 4. To get more of a feel take 3 min. and practice in own space, with ball in air hit the ball on alternating sides of racquet getting a feel for the ball. 5. Evaluate class on basic skills (teacher evaluates on participation and skills applied in class)
Three *(C) (P&P)	1. FH&BH drives and serves 2. recovery	1. One touch control play 2. Hit open space	1. One touch- ready to receive, balls feet, timing and choice of proper shot. 2. Cross-court shots, racquet in front & to side, “hit & land” with angled racquet face, contact made close to net.	1. Warm- up with beanbag lunges and sharks and guppies. 2. Review FH&BH while stretching. 3. Station Cards: give variety of skills and drills within stations to allow kids to understand importance of control and open space. 4. Rally in partners- to get a feel for continual play while using new knowledge about space to your advantage.

<p>Four *(C) (P&P)</p>	<p>1. One touch control play 2. Hitting the open space.</p>	<p>1. Small quiz-20 marks. 2. Defending space. 3. Over hand serve.</p>	<p>1. Understanding of positioning in relation to ball. (Receive-position). 2. Overhead serve-Side stance with wt. On back foot and racquet back. Same grip as forehand. High elbow with back scratch. Large weight transfer, snap racquet head, high follow through.</p>	<p>1. Small 20 mark quiz 2. Warm-up- Tennis ball tag and throw and catch. 3. Demo the serve and go through main points. 4. Mini court service drill 5. Serve and play out point drill for more fun and interaction.</p>
<p>Five *(C) (P&P)</p>	<p>1. Defending an area 2. Over hand serve</p>	<p>1. Lob 2. Set up attacks and creating space.</p>	<p>1. Lob- Is a reply to a smash. Pivot to side ball is on and elbow is relaxed. Bottom of racquet leads and as contact racquet brushes under and lifts ball. High follow through. 2. Involves long shots and cross-court shot understanding to create space to attack upon next hit.</p>	<p>1. Video analysis of serves (review) 2. Warm-up, castle game and follow the leader. 3. Skill testing with task cards and self-assessment. 4. demo and describe the lob. 5. deep lob drill 6. demo and describe attacking and creating space. 7. Play tennis games to five. Round robin till end of class.</p>
<p>Six *(C) (P&P)</p>	<p>1. Lob 2. Set up attacks and creating space.</p>	<p>1. Introduction to smash. 2. Start tournament</p>	<p>1. Smash- is an aggressive hit. As soon as see a lob, turn body sideways, body in back scratch with wt. On back foot. Contact ball extend arm, lift racquet head to sky and contact ball with a snap of the head. Whip-like follow through. 2. Start ladder tournament With the class, play down ladder at end of skill/lesson every day.</p>	<p>1. Warm-up, aerobics and toilet tag. 2. Go through the lob and attacks from last day. 3. Introduce the smash, demo and describe. 4. Four quadrants smash drill. 5. Overhead rally. 6. Start tournament 7. Teacher watch and evaluate on participation in tournament and skills.</p>
<p>Seven *(P&P) (S&P)</p>	<p>1. Smash</p>	<p>1. Split step to volley.</p>	<p>1. Volley- ready position with racquet in front. There is a little back swing with a brief front swing. Step forward to transfer wt. Contact ball in front and finish with a shot follow through in direction of ball.</p>	<p>1. Warm-up, Cone lunging and then volley warm-up. 2. Review of smash while students stretch. 3. Introduce the volley with demo and description. 4. Toss N Volley drill 5. Dink Tennis 6. During tournament play teacher evaluates</p>

<p><u>Eight</u> *(P&P) (S&P)</p>	<p>1. Split step to volley</p>	<p>1. The drop shot 2. Game strategy for singles. 3. Review of rules and regulations, which may be unclear.</p>	<p>1. Ready position closer to net. Back swing above hitting ht. Swing through and contact ball in front of body. Chop under ball so will fall short. Follow through across body. 2. Stroke balls deep and move opponent around the court. Find opponents weaknesses.</p>	<p>1. Warm-up, Shuffle game and dink tennis. 2. As stretch, go through the volley. 3. Introduce the drop shot with demo and description. 4. Play the short game, to practice drop shot. 5. General help and review. 6. Video analysis of game strategy. Watching for spin and power. 7. Finish tournament.</p>
<p><u>Nine</u> *(S&P)</p>	<p>1. The drop shot</p>	<p>1. Doubles 2. Small written quiz</p>	<p>1. Return cross-court and return to position/net. Try to keep serves in play and keep front to back even.</p>	<p>1. Small Quiz, 10 marks 2. Warm-up, shuffle game and mini court. 3. While stretching go through the drop shot. 4. Introduce doubles play. 5. Poacher game with transition ball.</p>
<p><u>Ten</u> *(S&P)</p>	<p>1. Doubles play</p>	<p>1. Doubles tournament all class.</p>	<p>1. Doubles tournament, while teacher evaluates anything unfinished.</p>	<p>1. Any unfinished skill testing or evaluations of students.</p>

* C = consistency P&P = placement and positioning S&P = spin and power

Assessment procedures

GPAI: For Game Form for _____

CODER: _____ PLAYER: _____

CATEGORY - Criteria for Appropriate/Efficient rating:

1. Decision Made - Criteria:
2. Motor-skill execution – Criteria:
- 3.

Names	Decision Making	Decision Making	Skill Execution	Skill Execution		
	A	AI	E	EI	A	AI

Key: A = Appropriate IA = Inappropriate
 E = Efficient IE = Inefficient

Information Pertaining to GPAI Chart:

Decision Making:(Cognitive) Making appropriate choices about what to do with the ball (or projectile) during a game.

Skill execution:(Psychomotor) Efficient performance of selected skills.

The last column can be labeled according the skill you wish to assess.
One of any of the following can be used:

Base:(Psychomotor domain) Appropriate return of a player to a home or recovery position between skill attempts.

Adjust:(Cognitive domain) Movement of performer, either offensively or defensively, as required by the flow of the game.

Support:(Social and Personal Responsibility) Off-the-ball movement to a position to receive a pass when player's team has possession.

Cover: (Social and Personal Responsibility) Providing defensive help for player making a play on the ball or moving to the ball (or projectile).

Guard or Mark:(Cognitive) Defending against an opponent who may or may not have the ball (or projectile).

(Griffen, et. al. 1997)

Systematic Observation - Time Management

KEY

T = Teacher Talk

M = Management/Organization

S = Student Engagement

Min. 0	1	2	3	4	5	6	7	8	9	TOTAL
T										
M										
S										
N O T E S										

Task Sheets

Category Signature	SERVICE practice focus	Game/Task	DRIVES practice focus	Game/Task
(1)	<i>Half to full court length. Show accuracy with service hitting to one side of the service box with a stepping into court to recovery position. Maintain consistency of serving. 80% success with 2 serves.</i>	Demo overhead serve in small court game. <u>Serve-in and step back game.</u> Progress to baseline. <u>Increasing court size</u> as win a point after serve.	Half to full court length. <i>Perform shots with movement around the full court. Return to base position after each shot. Perform rally with partner changing grip hitting both forehand and backhands. Target 20 shots rally. Rarely miss in 3-ball feed drill.</i>	Half length court. <u>6 shot rally</u> with partner or coach then play out the point. <u>3-ball feed</u> hitting to pressing zones.
(2)	<i>Full court length. Hit to side, line and middle of service box. Perform topspin second serve. Show consistent serving with a high % of second serves going in. 90% success with spin on second serve.</i>	Serve accurately to a ball can. Serve with spin and effectively play <u>second phase tennis</u> in the full-length court.	Full court <i>Play with greater consistency. Handle high and low bouncing balls, consistently hitting the ball in the hitting zone. Personally hit 10 consecutive shots from competitive feed in full court on both forehand and backhand sides.</i>	<u>10 shot competitive rally</u> with ball hit to spaces with varying height. <u>Play 5 game after 4 shots</u> rarely missing in first 4 shots.
(3)	<i>Full court Show Flat/Topspin/slice services with declared accuracy. After serve show effective positioning. Develop the use of power in the service. 50% success with the first serve, 90% with the second serve.</i>	Serve with spin into the service court from the baseline. Serve for a <u>whole tie-break</u> without losing due to poor serving. Position off the serve.	Small to Full court <i>Control depth and placement of shot in drills and game situations. Show ability to put pressure on an opponent in game. Hit (50%+) to the pressing zones beyond the service lines. Able to direct the ball across court or down the line as needed.</i>	6 shot Rally to press zones. <u>Co-op play cross-court or down-line game.</u> <u>Play half court v whole court game</u> winning points by using space full court.
(4)	<i>Full court Return of serve: Show ability to play a variation of service returns for singles and double games. Respond correctly to opponent's serves. 90% second serves returned, 50% first serves returned. Ability to hit ace serves and none returnable serves by moving the ball. Able to direct spinning serve.</i>	Serve with declared accuracy so that opponent should return serve. Set up effectively for <u>second phase tennis</u> with serve-volley and serve stay back. <u>Continue serve</u> game where you try to win points in a row as server (4 in row)	<i>Full court Ability to control your shots using spin (slice and topspin) on at least one side. Demonstrate good technique on drives. Footwork around the court should show base and anticipation movements (coasting in or moving back). Split step prep to cover target area and weight transfer into shot on most shots. As above with use of spin/power to attack pressing zones with 60% success rate.</i>	<u>Rally in 5-game</u> with spin to pressing zones. Take advantage of short balls or good length hits where opponent is forced back. <u>Integrate first and second serve into 5-game</u> with base-line base position off serve.
(5)	<i>Full court Direct return of serve to pressurize server on backhand and forehand side. Strategic use of the service in doubles and singles. Show ability to correct own mistakes to encourage consistent strong serving. 95% topspin serves going in with the ball kicking. 70% slice serves going in with the ball breaking. 50% flat serves in with the ball keeping low.</i>	Serve to maximize opportunity to win point. Play points mixing up ability to serve and stay back or serve and volley. Play <u>situation tennis</u> demonstrating effective use of the serve to win the point.	<i>Full court Demonstrate use of spin (slice and topspin) on both drives. Employ power in strokes effectively at the right time to win a point or make an opening (use windows 1, 2 and 3). Show correct positioning on court to play strokes based on opponent's target area and positioning. Use angles to create openings with consistency on both sides.</i>	Play competitive points using the <u>3-point unforced error game.</u> Vary height of shot for situation in game. Game score for both players adds up to 15+ points.
(6)	<i>Modified to full court Coach two peoples serve improving their consistency, accuracy, use of spin and when appropriate, power.</i>	Apply skill cues and <u>create effective game play tasks</u> to improve serve performance	<i>Full court Demonstrate effective instruction of peers in relation to their individual ability. Coach a 3-ball feed drill.</i>	Apply effective skill cues to improve peers drives. <u>Transfer skill cues into game play.</u>

ORGANIZATIONAL SKILLS

How organization was done? How did it work? With hindsight, what could be done better to improve?

Spacing

Examples from class

Formations and groups

Examples from class

Behaviour

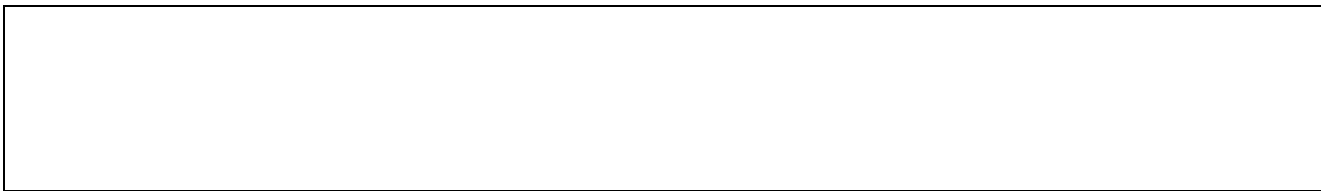
Examples from class

Organizing the equipment

Examples from class

Organizing for safety

Examples from class



Lesson Plans

Lesson 1

Class: Grade ten Girls PE Unit: Tennis Introduction Lesson#: One
 Topic: Tennis Grips and Footwork (Introduction to Rules and Regulations)
 Intended Learning Outcomes (TSWBT):
To understand the basic rules and concepts behind the game of tennis. To get learners to understand the grips involved in tennis and understand the importance of footwork. The learners should get a grasp for consistency in their footwork. To get all learners actively involved in tennis.

Warm Up Activity: Castle Game- Students get into partners, number selves one and two. Number ones get a cone and two racquets and number twos get a space about 10 ft away from anyone else. Object of the drill is to place the cone in the middle of the two partners and with one bounce in between each hit. Try to get the ball to bounce on the cone. Progressions can be continually made to make it easier or harder for the pair in order to make things more fair. Add distance for one partner or backhand only or no bounce before contacting the ball. If one is doing poorly, then add a second bounce to give more time for adjusting and hitting.
In the second warm-up activity we will get into pairs and do mirror stretching. This way everyone is involved in stretching out all major areas and possibly learning new ways of stretching.

<p>Tactical and skill development: CONSISTENCY: Grip- Learn FH grip then BH grip. Ready position- Demo and repeat. Movement drill. Short tennis game.</p>	<p>Board Stuff (rules / cues): FH = V formation BH = Thumb on top of handle, forefinger opp. Ready position = Knees, balls feet, racq. at chest.</p>	<p>Equipment:</p> <ul style="list-style-type: none"> - Bin of balls - All tennis racquets from cupboard. - 20 Cones. - 20 bean bags
---	---	---

<p>Time:</p>	<p>Lesson Development:</p> <p><u>Throw and Catch drill: This will get everyone participating and having a good time, enjoying tennis. Also, a little bit more focused on upcoming skills and drills. In pairs get a bean bag and a small space, play toss and catch in your area, making each other move around and catch the bean bag before it lands on the ground.</u></p> <p><u>Grip Demo: Teacher demo's and explains, while the learners practice on cue the forehand and backhand grips. The teacher emphasizes for the forehand the "V" formation, index finger on handle, and the relaxed state for increased mobility. Backhand demo will include thumb on top of handle with forefinger opposite it, resting handle in base of finger, and racquet faced parallel to the ground.</u></p> <p><u>Demo the ready position: In the same format, teacher demo and learners repeat on cue getting a feel for the ready position. Teacher emphasizes knees slightly bent, standing on the balls of your feet, and racquet held at chest height.</u></p> <p><u>Movement Drill: In pairs, number selves A and B, A get a court and B get 10 balls. The object of the drill is for one partner with the balls stand at the net and the other partner behind the baseline. Partner at the net throws one ball at a time on the court for the receiver to run to and</u></p>
--------------	---

catch and position himself properly as if he/she were going to hit the ball. Switch after the ten balls have been used. Once class has gone through the drill with no racquet, then the partners can get a racquet and go through the drill again using a racquet.

Tennis game (Short)- In a smaller court (modified) the class breaks into pairs and gets a modified court and play to 5 points. Rules are limited, must land in area, serve underhand and rally till point.

Lesson #2Class: Grade ten girls PE Unit: TennisLesson#: TwoTopic: Forehand and Backhand drives and short serves

Intended Learning Outcomes (TSWBT):

To get students to understand consistency in FH and BH Drives and serves. To understand how to execute a serveand a drive and when it would be appropriate to do so (what circumstances).

Warm Up Activity: Toilet tag- There are two chasers and the rest of the class is free. In a designated area the two students who are it must tag other students, who then must go down on one knee. In order for the tagged individual to be set free one of the students who are not tagged must sit on the extended knee and flush the arm which is extended. The student who is sitting on the tagged student's knee is safe until they stand up.

Line Game – In partners, number selves one and two, number ones get a space 10 ft. and number twos get a tennis ball. The objective is to toss the ball on your side of the line and make the opponent move to receive the ball. It is a movement and tactical drill to get people interactive and one the ball. (hand eye coordination).

-Teacher led stretching.

<p>Tactical and Skill Development: CONSISTENCY: FH&BH= drive the ball consistently across the next and get back in ready position to receive and drive again. Short serves= these will enable all students to participate in a full game/rally. To learn a consistent serve so the rest of the game can be played.</p>	<p>Board Stuff (rules / cues): BH drive- bend knees, back to net, swing racquet parallel to floor, point at target, follow through. FH drive- draw early, forward foot and hip toward ball, should and wrist cocked, progress levers, thrust to add spin. Serve- LA, DI, DA</p>	<p>Equipment:- Bin of Balls - All tennis racquets from cupboard.</p>
--	--	---

Time:	<p>Lesson Development:</p> <p>Demo- forehand drive and get class to repeat on cue, and then do the same for the backhand drive.</p> <p>Forehand three ball feed drill: The teacher stands on one side of the net, the class on the other side on the baseline in a line. The teacher feeds a ball to the first corner for a student to receive and return with a forehand drive over the net. The student retreats to the baseline and then runs forward to receive the next ball and hit it over the net with the forehand drive. The student receives the ball and puts it back in the bin for the teacher. The student then retreats to the back of the line.</p> <p>Backhand, Dr. Hopper's progressions: Two at the net, one on each side. One student toss's the ball over the net to the other who has one hand on the racquet in the BH position and the other</p>
-------	---

hand on the top strings. As the tosser passes the ball over the net the receiver does a deep knee bend and brushes the ball for spin at the top of the brush, take the non racquet hand off the racquet and spread arms apart. Now, with this add the Backhand stroke and allow the students to try toss and backhand passes over the net for a couple of minutes. Air hit and Ground hits- In students own space with own racquet and ball practice hitting the ball in the air utilizing both sides of the racquet. Do the same using a on the ground bounce (use two if too difficult). Small Games: students pick a partner of equal ability and play a rally game to five. Create your own way of scoring and restarting play.
Teacher: Walk around and evaluate students for participation and skill.

Safety Considerations

A major concern for any teacher in any unit is the safety of the students. As teachers we must always make sure that the environment that the students are practicing in is safe. The equipment and facilities are safe to use. Some of the things teachers should be aware of are listed below.

- Have students remove their jewelry.
- Make sure all students have proper gym apparel, especially runners.
- Make sure the floors are clean. (Water, dirt, dust or sticky floors may cause bad traction)
- Make sure the nets are put up properly.
- Make sure there is nothing hanging or protruding off the wall of the gym.
- Have an emergency first aid kit in the gym at all times.
- Wait for a rally to end before walking across the ends of courts.
- Wait for a rally to end before retrieving a ball that has landed in a neighbor's court.
- Encourage communication between partners during doubles games to avoid collisions with each other and racquets.
- Make sure students are wearing appropriate strip and shoes.
- Keep court clear of any objects.
- Regularly check equipment to make sure it is safe and usable.
- Make sure students are not chewing gum or eating food.
- Regularly check all equipment to make sure it is in condition to be used.
- Don't allow kids to play around in any unsafe manner.

References

Carr, A. Gerry. Mechanics of Sport. Champaign, Illinois: Human Kinetics, 1997

Griffin, L. Linda, Mitchell, A. Stephen, & Oslin, L. Judith. Teaching Sport Concepts and Skills. Champaign, IL: Human Kinetics. 1997

Hopper, T. = <http://web.uvic.ca/~thopper>

Hopper, T. PE 352 – Instructional Techniques and Dual/Individual Activities. University of Victoria. 2000.

Mosston, M. and Ashworth, S. Teaching Physical Education, 5th edition. Macmillan College Publishing Company, New York. 1994.

Thorpe, R., & Bunker, D. (1989). A changing focus in games teaching. In L. Almond (Eds.), The place of physical education in schools London: Kogan/Page.

PE 352 Handouts

PE 352 Warm-ups done by peers

PE 452 Information 2000/2001