

LESSON 15: ROUND-ROBIN DOUBLES TOURNAMENT

Grade-Level Outcomes

Primary Outcome

Lifetime activities: Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). (S1.H1.L1)

Embedded Outcome

Movement concepts, principles & knowledge: Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)

Lesson Objectives

The learner will:

- use the following skills effectively in doubles play: volley, lob, overhead, and communication.

Equipment and Materials

- Tennis rackets: 1 per student
- Tennis balls (various densities): at least 3 per student pair
- Rubric for forehand, backhand, serve, and tactics: 1 each per student

Introduction

Today, you will be playing in a doubles round-robin tournament while I evaluate the new skills you have learned (volley, lob, and overhead) and your doubles game play (rules, tactics, and etiquette). This is your opportunity to use all the skills you have learned in game play with a variety of opponents. We probably won't get through all the matches or assessments today, so we will finish in the next class. First, you will warm up with your revised practice plans.

Instructional Task: Student Practice Plan

■ PRACTICE TASK

Students find a partner and practice the skills in their plans as a warm-up activity. Students should make any adjustments you noted in their plans.

Student Choices/Differentiation

- Students design their practice tasks.
- Students choose their partners.

What to Look For

- Students are practicing at least one of the new skills (lob, overhead, volley).
- Students are putting forth good effort to improve.
- Partners are helping one another.

Instructional Task: Doubles Round-Robin Tournament

■ PRACTICE TASK

Group students in pairs by skill level. In each round, students play the best of three games. Students rotate opponents after each round (see the resources for an example of a rotation schedule). Assess students' skills and game play. If possible, record matches to complete the evaluation outside of class.

Student Choices/Differentiation

- Students may choose a lower-density ball if having difficulty.
- Students may choose to use the punch serve or full-swing serve.

What to Look For

- Students are consistently using appropriate form during play.
 - Students are using proper etiquette.
 - Students are communicating and cooperating well with their partners.
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Formal and Informal Assessments

Skills and game-play assessment

Closure

- What were some good examples of etiquette you observed today?
- How well were you able to perform the skills you have learned during game play?
- What skills are you still struggling with?
- Next class, we'll finish the tournament and the assessment and finish up by playing some singles matches.

Reflection

- Were students maintaining proper skill technique during play?
- Were students communicating well with their partners?

Homework

Look up the player rating system for the United States Tennis Association. Be ready to share next class.

Resources

Professional Tennis Registry: www.ptrtennis.org/secured/tools/rr/schedules.pdf

Internet search terms: "tournament brackets," "round robin brackets"