

LESSON 12: FOREHAND AND BACKHAND VOLLEYS

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

Rules & etiquette: Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)

Lesson Objectives

The learner will:

- successfully perform the forehand and backhand volley in three out of five attempts.
- use volleys effectively in game-like situations.

Equipment and Materials

- Tennis rackets: 1 per student
- Tennis balls (various densities): at least 6 per student pair

Introduction

For homework, you were asked to watch doubles matches. Who can tell me formations or communication strategies used in the matches you watched? Today, you will be learning to volley. Volleys are used when you are positioned close to the net. When used effectively, volleys often end a point.

Instructional Task: Forehand and Backhand Volley Movement Pattern

■ PRACTICE TASK

Demonstrate the forehand and backhand volley. Students shadow along.

Guiding questions for students:

- Where should you be positioned on the court to hit a volley?
- How far do you take the racket back?
- What type of footwork do you use?

Refinements

- Students often try to volley with just their arms. Make sure they are using a crossover step and moving to the ball.
- Students shadow with a partner.

Extension

Students peer-assess a partner's striking movement pattern using the critical features. Students use a device to record the movement, if available. Provide a checklist to guide assessment.

Student Choices/Differentiation

Students may review a video clip of the volley (slow motion).

What to Look For

- Students are stepping forward.
- Students are coming to the ball.

Instructional Task: Volley Backswing**■ PRACTICE TASK**

Students pair up. One student stands with his back to the fence and soft-tosses three balls to his partner's forehand side and three balls to the backhand side. The receiver attempts to softly volley the ball back to her partner. Partners switch roles.

Extension

Students perform the same task except the server randomly alternates tosses between forehand and backhand.

Refinement

Students should use a short forward motion without a backswing. Provide feedback to encourage students to use a short punch rather than a backswing.

Student Choices/Differentiation

Students having trouble contacting the ball may choose to start without a ball.

What to Look For

- Students are using the correct grip.
- Students are minimizing their backswing.
- Students are coming toward the ball.
- Students are keeping their wrists firm.

Instructional Task: Volleys With a Partner**■ PRACTICE TASK**

Students pair up and stand across from each other on one side of the court (four students per court). One partner stands at the service line, while the other partner stands between the service line and the net. Student at the service line tosses three balls to the volleyer's forehand to return and three to the backhand. Partners trade roles.

Extensions

- Students perform the same task except one partner moves back to the baseline and drop-hits five forehands across the net for the volleyer to return. Partners trade roles.
- Students perform the same task except they try to hit at least three out of five successful volleys.
- Students perform the same task except they increase the goal.

EMBEDDED OUTCOME: S4.H2.I.1. Remind students to feed the ball to their partners appropriately so that the volleyers have a good opportunity to return the shot.

Refinement

Suggest a target location for the volley, and have students try to hit the volley to that location.

Student Choices/Differentiation

- Students may choose to change partners.
- Students may choose to start with a lower-density ball.
- Students may choose to modify their goal as needed.

What to Look For

- Students are minimizing their backswing.
- Students are coming toward the ball.
- Students are using appropriate footwork to get in position for the volley.

Instructional Task: Volley Games

■ PRACTICE TASK

Groups of four students play no-ad doubles games. In each game, students play a one up, one back formation. If a player wins a point using a volley, then that team wins the game. The server rotates after each game, and students trade off partners after every four games.

Extension

Repeat the task, but have students focus on hitting to the backhand volley side.

Refinement

If balls are going long on the volley, reinforce the angle of the racket face.

Student Choices/Differentiation

- Students may choose to switch partners.
- Students may decide what type of ball they want to play with.

What to Look For

- Students are minimizing their backswing.
- Students are choosing appropriate times to hit a volley.
- Students are placing the volley well.
- Students are scoring appropriately.
- Students are following the rules and points of etiquette.

Formal and Informal Assessments

- Peer assessments: volley checklist
- Video analysis

Closure

- Can you name three critical features of the forehand and backhand volley?
- What grip do you use for a volley?
- When would you use a volley in a game?
- Keep practicing the skills at home if you can, and the next lesson you will learn how to perform a lob.
- Read the comments I made on your practice plans, and be ready to make any adjustments next class.

Reflection

- Were students consistently using the proper grip?
- Were students consistently minimizing their backswing?
- Were students able to use the volley effectively during a game?
- Did students get enough practice with volleying?

Homework

- Practice volleying at home.
- Research the benefits of playing tennis, where you can play it locally, and what the costs and requirements are.

Resources

Internet keyword search: “tennis volley,” “backhand volley”