

LESSON 13: LOBS

Grade-Level Outcomes

Primary Outcomes

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)

Physical activity knowledge: Evaluates—according to their benefits, social support network and participation requirements—activities that can be pursued in the local environment. (S3.H4.L1)

Embedded Outcomes

Physical activity knowledge: Analyzes the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings. (S3.H5.L2)

Health: Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)

Self-expression & enjoyment: Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment. (S5.H3.L1)

Social interaction: Identifies the opportunity for social support in a self-selected physical activity or dance. (S5.H4.L1)

Lesson Objectives

The learner will:

- successfully perform forehand and backhand lob three times in a row with a partner.
- perform a lob effectively in game-like situations.
- discuss the benefits of tennis as a lifetime physical activity.

Equipment and Materials

- Tennis rackets: 1 per student
- Tennis balls (various densities): at least 3 per student pair

Introduction

Today, you will be learning the forehand and backhand lob. These shots are very useful when you need to get back into position or when playing against an opponent at the net. First, let's review your homework assignment.

Instructional Task: Homework Discussion

■ PRACTICE TASK

In pairs, students share information about the benefits of tennis as a lifetime physical activity and where they can play. Afterward, ask pairs to share with the whole group.

EMBEDDED OUTCOME: S5.H1.L1, S5.H3.L1, S5.H4.L1 As part of the discussion, students should identify the potential health, enjoyment, and social interaction benefits of tennis. If they do not, prompt them in these areas.

Extension

Ask students to consider other factors that may affect their participation in tennis as they go to college or start a job or career.

Guiding questions for students:

- How might your finances or family situation affect your ability to play?
- What kind of time commitments do you think you might have, and how will that affect your participation?
- Based on where you're planning to live, how accessible do you think courts will be?

EMBEDDED OUTCOME: S3.H5.12. Use the guiding questions to prompt students to think about how tennis may (or may not) fit into their futures after graduation.

Student Choices/Differentiation

- Students choose their partners.
- Students may volunteer to share with the larger group.

What to Look For

- Students are engaged in the discussion.
- Students identified the health benefits.
- Students identified the physical benefits.
- Students identified the social interaction benefits.

Instructional Task: Student Practice Plans

■ 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 putting forth good effort to improve.
- Partners are helping one another.

Instructional Task: Forehand and Backhand Lob Movement Patterns

■ PRACTICE TASK

Demonstrate the forehand and backhand lob. Students shadow along.

Guiding questions for students:

- How does the forehand lob differ from a regular forehand?
- How does the backhand lob differ from a regular backhand?
- How high does a lob need to be?

Refinements

- Refine skill by breaking down the movement pattern and stressing critical features, if needed.
- 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 choose their partners.

What to Look For

- Students are opening up the racket face.
- Students are using a higher follow-through.

Instructional Task: Lob 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 baseline, while the other stands in a volley position. The student in volley position extends his racket as high as possible. The partner at the baseline drop-hits three forehand lobs and three backhand lobs high enough to clear her partner's extended racket. Partners change roles.

Extensions

- All four students use the singles court. One student on each side begins at the center mark on the baseline. The other student on each side stands at the T. Students at the baseline perform a rally using only lobs. They must hit the ball high enough to clear the students in the opposing service box area. Those students at the T must stay in the service box area. If a ball goes out of bounds or is low enough for the student in the service box to hit, the rally is dead. Students change roles after every three rallies.
- Students perform the same task except they try to get at least six consecutive lobs in a row.

Refinement

If students are having trouble clearing the racket, reinforce the importance of opening the face of the racket to help lift the ball.

Student Choices/Differentiation

- Students may choose to start with lower-density balls.
- Students may choose to increase their consecutive lob goal.

What to Look For

- Students are able to consistently clear the partner's extended racket.
- Students are opening up the racket face.

Instructional Task: Lob 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 lob, then that team wins the game. The server rotates after each game, and students trade off partners after every four games.

Student Choices/Differentiation

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

What to Look For

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

Formal and Informal Assessments

Informal assessment and peer assessments

Closure

- Can you identify the major differences between a forehand lob and a regular forehand?
- Can you identify the major differences between a backhand lob and a regular backhand?
- How high should a lob be?
- When would you use a lob in a game?
- Keep practicing the skills at home if you can, and the next lesson you will learn how to perform an overhead.

Reflection

- Were students consistently opening up the racket face?
- Were students hitting the ball high enough?
- Did students get enough practice with the lob?
- How well did students use the lob during a game?

Homework

- Practice the lob striking pattern at home.
- Watch a video of lobbing in a doubles game on the school's physical education website. Identify the types of situations where players hit lobs, and critique their effectiveness.

Resources

Internet keyword search: "tennis lob," "forehand lob," "backhand lob"