

## LESSON 2: FOOTWORK

### 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:** Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)

### Lesson Objectives

The learner will:

- perform the ready position, split step, shuffle step, and crossover step, successfully completing three out of five attempts during the shuffle–crossover task.

### Equipment and Materials

- Tennis rackets: 1 per student
- Tennis balls: at least 5 per student pair
- Low-density balls

### Introduction

*Today, you will be learning about footwork. Proper footwork is an essential element of the game of tennis. Even the player with the best strokes will be ineffective if he cannot get to the ball in time to set up for the shot.*

## Instructional Task: Ready Position and Split Step

### ■ PRACTICE TASK

Demonstrate the ready position and split step. Students shadow along.

#### Extensions

- Students pair off and stand at the service line across from each other (four per court). One student shadows a forehand while the other stands in ready position and performs a split step when her partner's racket is in line with her body (i.e., imaginary contact zone). Students trade off after every five attempts.
- Students perform the same task except the partner will drop-hit a ball softly over the net.

#### Guiding questions for students:

- Why are the ready position and split step important?
- When would you use each?

#### Refinement

Check the height of the split-step jump and correct if needed. Make sure students are on the balls of their feet in the ready position.

#### Student Choices/Differentiation

Students may review a video clip of the ready position and split step.

**What to Look For**

- Ready position: Students are in an athletic stance on the balls of the feet. A common error is for students to be flat-footed.
- Split step: Students jump only a couple of inches off the ground and time it with the opponent's contact with the ball. Common errors include jumping too high and jumping too soon or too late.

**Instructional Task: Shuffle Step****■ PRACTICE TASK**

Demonstrate the shuffle step. Students pair off: One stands on the baseline center mark and the other on the top of the T facing the baseline (four students on a court). One student rolls ground balls a short distance away from the other student, alternating right and left. The other student “fields” the ground balls using the shuffle step to get into position, then shuffles back to the starting position and performs a split step into ready position (depositing the ball at the center mark). Students alternate after every five attempts.

**Extensions**

- Students perform the same task except the balls are rolled farther away.
- Students perform the same task except the balls are rolled faster and are sent randomly to the right and left.

**Refinement**

Reinforce the importance of shuffling, not crossing, the feet while moving to avoid getting tripped up.

**Student Choices/Differentiation**

- Students may watch a video clip of the shuffle step.
- Students choose their partners.

**What to Look For**

Students have knees bent and hips low. A common error is crossing the feet.

**Instructional Task: Crossover Step****■ PRACTICE TASK**

Demonstrate the crossover step. Students pair off and take position on court as in the previous task. One student tosses a ball so that it bounces a short distance from his partner, alternating right and left. The other student uses the crossover step to catch the ball with his outside hand, then returns to the starting position and performs a split step into ready position. Students alternate after every five attempts.

**Extensions**

- Students perform the same task except the balls are tossed randomly to the right and left.
- Students perform the same task except the balls are placed farther out.
- Students perform the same task except the balls are placed toward the alleys. Students must use a crossover step and then run to catch the ball. To return to the starting position, students must use a shuffle step and split step to return to ready position.
- Students repeat the sequence with a racket in hand.

**Refinement**

You might need to refine the front crossover if students are crossing behind. Refine the split step and ready position, as needed.

**Student Choices/Differentiation**

- Students may watch a video clip of the crossover step.
- Students choose their partners.
- Students choose their rackets and balls.

**What to Look For**

- Students cross in front and with the correct foot.
  - Students perform the crossover step before sprinting to catch the ball.
  - Students always perform the split step and get into ready position when returning to the starting position.
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**Formal and Informal Assessments**

Exit slip: Why is the split step important and when do you use it?

**Closure**

- What were the other types of footwork you learned today? (Embedded outcome: S2.H1.L1)
- What was one way you worked well with a classmate today?
- Keep practicing on your own at home. Next class you will be learning the forehand stroke.

**Reflection**

- Were students able to perform each type of footwork independently?
- Were students able to perform the different types of footwork in combination?
- Were students able to perform the split step with correct timing?

**Homework**

Practice the different types of footwork at home in front of a mirror.

**Resources**

Footwork fundamentals: [www.fuzzyyellowballs.com/video-tennis-lessons/footwork/footwork-fundamentals/](http://www.fuzzyyellowballs.com/video-tennis-lessons/footwork/footwork-fundamentals/)