

LESSON 15: FINAL TOURNAMENT MATCHES

Grade-Level Outcomes

Primary Outcomes

Lifetime activities: Refines activity-specific movement skills in 1 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). (S1.H1.L2)

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

Embedded Outcome

Working with others: Uses communication skills and strategies that promote team or group dynamics. (S4.H3.L1)

Lesson Objectives

The learner will:

- participate in a student-run tournament as a member of his or her organization.
- communicate with classmates in order to collaboratively hold a post-season tournament.
- self-officiate matches and resolve any disputes that arise.

Equipment and Materials

- Tennis balls and modified balls
- Regulation and modified tennis rackets

Introduction

It's tournament time! The brackets, rules, and procedures for the tournament are all posted on the wall behind me. When we break from the warm-up, check the schedule, report to your courts, and get everything out of this last day as you possibly can. Will our top seeds hold serve? Or is there a Cinderella story in the group that is going to rise like a phoenix and win the whole thing? Only time will tell, but first, let's warm up for the last time as a league. Does anyone have any questions? Let's have a great day!

Instructional Task: Warm-Up

■ PRACTICE TASK

Lead the class in a dynamic warm-up, introducing students to as many new stretches as possible.

What to Look For

Students quickly understood new stretches and perform them correctly.

Instructional Task: Post-Season Tournament

■ PRACTICE TASK

Students run their own post-season tournament from start to finish, including record keeping, officiating, and organizing matches.

Refinement

With the tournament in full swing, monitor the behavior of the students, offering feedback on their behavior, their respect of opponents and the game, and their body language.

EMBEDDED OUTCOME: S4.H3.L1. Reinforce constructive, supportive communication between and among organizations throughout the tournament to ensure an efficient and positive experience.

Student Choices/Differentiation

Students choose their equipment.

What to Look For

- Students are competing for the best possible finish.
 - Teams are communicating well.
 - Chosen tournament format runs smoothly.
 - If there are any issues, note whether students resolve them fairly on their own or whether you need to intervene.
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Formal and Informal Assessments

- Final self-assessment sheets

Closure

- We have come to the end of our season, and I want to thank you for another great experience.
- Before we officially close today's class, I want each organization to provide feedback on their experiences with their group. Then I would like to discuss how you felt as a league (class) in relation to the structure of the unit as a whole.
- Next class is your skill assessment and organizational awards.

Reflection

- Were students on task?
- Did the tournament work?
- Did it generate the intended results? (Not in terms of winners and losers.)

Homework

- Coaches: Bring your organizational awards to next class.
- General managers: Update the web pages with the tournament results.

Resources

Siedentop, D., Hastie, P., & van der Mars, H. (2011). *Complete guide to sport education*. 2nd ed. Champaign, IL: Human Kinetics.

Teach PE: www.TeachPE.com

Tennis Drills and Lesson Plans: www.tennisdrills.tv

United States Tennis Association: www.usta.com

Sport Fitness Advisor: www.sport-fitness-advisor.com