

LESSON 11: DOUBLES PLAY

Grade-Level Outcomes

Primary Outcomes

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)

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

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

Lesson Objectives

The learner will:

- demonstrate knowledge of tennis doubles rules and basic formations by successfully playing doubles with a partner.
- demonstrate proper communication with a partner during a doubles game by calling ambiguous shots.

Equipment and Materials

- Multimedia device (TV, laptop, tablet)
- Several video clips of tennis doubles games
- Tennis rackets: 1 per student
- Tennis balls (various densities): at least 3 per 4 students

Introduction

Review the results of the knowledge test and skills assessment. Discuss common errors and how to improve.

Today, you will be learning the basic rules and elements of competing in a doubles match. [Show video clips of high-level doubles play to get students excited about the game.] First, you will warm up by working on the two skills you planned to practice.

Instructional Task: Student Practice Plans

■ PRACTICE TASK

Students get in pairs and work on the two skills they identified in their practice plans.

Student Choices/Differentiation

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

What to Look For

- Students' practice tasks are appropriate for the skills selected.
- Students are putting forth good effort to improve.
- Partners are helping one another.

Instructional Task: Doubles Rules

■ PRACTICE TASK

Lead a discussion on the rules of doubles, highlighting the differences from singles play.

Guiding questions for students:

- What differences did you notice between a doubles and a singles game?
- What are some additional aspects of the game you might consider when playing doubles?

Refinement

Replay the video clips to reinforce the differences identified by students and anything that wasn't identified.

Extension

Students form groups of four and play no-ad doubles games, implementing doubles rules.

Student Choices/Differentiation

- Students may choose to use a lower-density ball.
- Students choose their own partners.

What to Look For

- Students are able to identify differences between singles and doubles play.
- Students are able to use doubles rules during play.

Instructional Task: Basic Doubles Formations

■ PRACTICE TASK

Play the video clips again.

Guiding questions for students:

- What type of formations did you notice in the videos?
- What are some advantages and disadvantages of each?

Refinement

Replay the videos again to reinforce identification of formations.

Extension

Students form groups of four and play doubles games, alternating between different formations.

Guiding questions for students:

- Did you and your partner come up with strategies to use in the different formations?
- Did some formations work better for you and your partner than others? If so, why?

Student Choices/Differentiation

- Students may choose to change partners.
- Students may choose to use a lower-density ball.

What to Look For

- Students are able to identify the different formations.
- Students are able to identify advantages, disadvantages, and strategies for each formation.
- Students rotate through each formation.

Instructional Task: Doubles Communication

■ PRACTICE TASK

Lead a discussion on appropriate communication in doubles play.

Guiding questions for students:

- How essential is good communication between doubles partners?
- What types of things would you want to communicate with your partner?
- What are some ways you can communicate with your partner (verbal and nonverbal)?

Extensions

- Students choose a communication method with their partners and attempt to use it during game play.
- Change partners and practice communication methods.

Refinement

Partners refine type of communication and use of communication as needed.

EMBEDDED OUTCOME: S4.H3.L1. Provide feedback to partners about their communication.

Student Choices/Differentiation

- Students may choose a different partner.
- Students may choose to use a lower-density ball.
- Students may choose their method of communication.

What to Look For

- Students identify situations in which communication would be helpful.
 - Students use communication with their partner during game play.
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Formal and Informal Assessments

- Informal assessments
- Student practice plans

Closure

- What are some of the rules you learned today?
- What are some of the formations you learned today?
- Why is communication important in doubles?
- What was one way you communicated well with your partner today?
- Next time you will be learning to volley, which is a skill used frequently in doubles.
- Be sure to turn in your practice plans so that I can review them.

Reflection

- Were students able to properly identify the rule differences in doubles?
- Were students able to follow all the rules identified in the lesson?
- How well did students communicate with their partners?
- Review student practice plans and make comments as needed.

Homework

- Find video clips of double matches.
- Identify the formation the players used, what method of communication they used, and how well they communicated.

Resources

Tennis Tips (doubles tennis rules): www.tennistips.org

Internet search terms: “tennis doubles rules,” “doubles formations,” “doubles strategies”