

LESSON 1: RULES AND ETIQUETTE

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)

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

Embedded Outcome

Safety: Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)

Lesson Objectives

The learner will:

- demonstrate knowledge of a tennis court by correctly labeling its components on a diagram.
- score a tennis game by identifying the correct score in four out of five video scenarios.
- demonstrate knowledge of basic tennis rules by scoring at least 70 percent on a written assessment.

Equipment and Materials

- Multimedia device (TV, laptop, tablet)
- Several video clips of tennis games
- Tennis rackets: 1 per student
- Low-density tennis balls: at least 3 per 4 students
- Tennis rules, etiquette, and scoring assessment
- Printouts of a tennis court (without labels): 1 per student

Introduction

Today, we will be starting our next module on tennis. We will start with an introduction to the rules, scoring, and equipment. Throughout the module, you will learn foundational skills, such as the forehand and backhand, and progress to more advanced skills such as lobs and smashes, as well as learning basic tactics to be successful in game play.

Instructional Task: Learning the Court

■ PRACTICE TASK

Students identify and describe the components of a tennis court using a large tennis court diagram and then progressing onto the court.

Extensions

- Divide the class into two groups: one on each side of the net. Call out locations on the tennis court, and each group must get to the correct location.
- Same task except each group must get to the location as quickly as possible. First group to get all its members to the correct location gets a point. Play until one group reaches a desired point value.
- Hand out tennis court diagrams for students to label.

What to Look For

- Students are getting to the correct locations on the court without much confusion.
- Each student correctly labels all components on the tennis court diagram.

Instructional Task: Game Rules and Etiquette

■ PRACTICE TASK

Explain the basic rules and etiquette for playing a game of tennis.

Extension

Assign scenarios (written or video clips) to groups of students (four or five per group). Students decide what rules or points of etiquette are being followed and which are not being followed. Each group presents to the class for discussion.

Refinement

You may need to review when to switch sides on the court and rules regarding calling balls in and out.

Student Choices/Differentiation

Students volunteer if they would like to present for their groups.

What to Look For

Each group accurately assesses their scenarios in regard to rules and etiquette.

Instructional Task: Scoring

■ PRACTICE TASK

Explain how to score a game of tennis using video clips.

Refinement

You may need to review terms regarding even scores (i.e., deuce) and advantages when closing out a close game.

Extensions

- Show video clips of tennis games without audio or scoring graphics. Students must determine the correct score at random points in the game (as determined by you).
- In groups of four, students explore striking with the racket while attempting to follow rules and etiquette and also keep score.

EMBEDDED OUTCOME: S4.H5.I.1 While students are exploring striking, provide feedback related to implementation of rules.

Student Choices/Differentiation

- Students choose their rackets and playing area.
- Students may choose low-density balls.

What to Look For

- Students are able to accurately score the video clips without your input.
- Students are able to keep score on the court.
- Students are following rules and points of etiquette on the court.
- Students are making good contact with the ball.

Instructional Task: Knowledge Quiz

■ PRACTICE TASK

Administer a written assessment on rules, etiquette, and scoring.

Student Choices/Differentiation

Allow extra time if needed or assign for homework.

What to Look For

- Students are able to recall important terminology and etiquette.
- Students are able to score correctly.

Formal and Informal Assessments

- Formal assessment: labeled tennis court diagrams
- Formal written assessment of rules, etiquette, and scoring (benchmark score: 70 percent)
- Informal assessment of striking to determine skill level of students

Closure

- What are some of the areas on the court that you learned today?
- What are some of the rules and points of etiquette that you learned today?
- How are points scored during a game of tennis?
- What was one way you worked well with a classmate today?
- Watch some more videos of tennis matches on your own. Next time you will be learning proper footwork and different types of grips.

Reflection

- Were students able to properly identify the components of a tennis court?
- Were students able to follow all the rules and points of etiquette identified in the lesson?
- Were there differences in the students' skill levels?

Homework

Find video clips of tennis matches and practice keeping score. Notice how the rules and etiquette that you learned today are followed in the videos. (You can use this as an informal talking point at the beginning of the next lesson.)

Resources

Brown, J. (2004). *Tennis: Steps to success*. 3rd ed. Champaign, IL: Human Kinetics.

Tennis court diagram: www.printyourbrackets.com/images/printable-tennis-court-diagram.jpg

Rules of tennis: <http://assets.usta.com/assets/1/15/ITF%20-%20RoT%202010.pdf>

Internet keyword search: "diagram of a tennis court," "rules of tennis," "etiquette in tennis"