

LESSON 13: TENNIS-SPECIFIC WORKOUT

Grade-Level Outcomes

Primary Outcome

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)

Embedded Outcomes

Assessment & program planning: Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals. (S3.H12.L2)

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)

Working with others: Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)

Lesson Objectives

The learner will:

- effectively prepare for activity by leading a warm-up.
- safely follow a fitness plan, implementing various fitness principles with proper technique.

Equipment and Materials

- Tennis balls and modified balls
- Regulation and modified tennis rackets
- Any equipment the fitness trainers need to conduct their training sessions (bands, medicine balls, kettlebells, body bars, hurdles, and so on)

Introduction

Today is the day the fitness trainers have been waiting for—the day they get to work you out! I see that many of you are dressed up in your team's colors and some are in customized uniforms, which is very exciting. I will add the points to the standings during your games. For a warm-up today, you will lead yourself in a tennis-specific warm-up. After that, we will move directly into our last two games of the regular season. And finally, your trainers will work you out. Does anyone know why we are working out after we play? [Answer: Exercise breaks down muscle fiber, and training immediately before playing a sport can lead to injury]. General managers can hand me their tournament proposals. Does anyone have any questions? Let's have a great day!

Instructional Task: Individual Warm-Up

■ PRACTICE TASK

Students meet on a court with their organizations, where they lead themselves through the warm-up of their choosing. They finish with the team cheer.

Student Choices/Differentiation

If students are not ready to pace themselves through a warm-up activity, they may work in pairs or groups of three.

What to Look For

- Each student can warm-up independently.
- Students are including all the key muscle groups.

Instructional Task: Regular Season Matches 9 and 10

■ PRACTICE TASK

Students check the schedule to see who they are playing and what court they are playing on. Students record scores after play.

Refinement

Focus on serve placement. Have students use the first serve to go wide or to T locations in the service box to put the opponents on the defensive.

Student Choices/Differentiation

Students choose their equipment.

What to Look For

- Students are moving efficiently from the end of a point to the start of the next one.
- Students are able to hit their serves with both power and accuracy.
- Partners are supporting each other after errors.

Instructional Task: Fitness Trainer Tennis Workout

■ PRACTICE TASK

Fitness trainers lead their teams through a 20- to 30-minute sport-specific tennis workout based on the surveys they received from their teammates and the information they have learned in this module and throughout the year.

Fitness trainers may demonstrate each exercise for the students to follow or set up a circuit.

EMBEDDED OUTCOME: S4.H3.I2. This task provides a leadership opportunity for the fitness trainers.

Extension

Students write a reflection on the routine or assess the routine in terms of easiness, comprehension, specificity, intensity, and so on.

Refinement

Make sure students are using proper technique and staying safe at all times. It is important to monitor the exercises because the fitness trainers may not be experienced at teaching them.

EMBEDDED OUTCOMES: S3.H12.I2; S4.H5.I1. In the reflection, students should include an analysis of which skill-related fitness components are addressed by the fitness routine and explain how effective the routine may be in preventing tennis-specific injuries.

Student Choices/Differentiation

- Students may use their phones or the iPads to enhance their understanding of the exercises.
- You can turn this activity into a group project in which different equipment is given to each organization and the teams have to create a fitness plan together.

What to Look For

- Fitness trainers are explaining both the exercises and their benefits.
 - Safety is the number one concern of all students.
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Formal and Informal Assessments

- Teacher observation
- Tournament proposals (award points)
- Fitness routines plus an example of the trainers' best warm-up activity (award points)
- Student reflections on fitness routines

Closure

- How do you think the fitness trainers did? Why?
- In my hands I have the six tournament proposals. I will read each one to you, then we will discuss the pros and cons of each as you see them, and through that conversation we will decide which one we want to move forward with. If there is no agreement, captains will stay for a quick vote.
- Reminder: Scouts must give their scouting reports to the coaches to help them develop next week's practice plan, and publicists must give the general managers the season's stats so that they can put them on the website.

Reflection

- Was the fitness routine effective? Did students learn from their trainers? Was it safe?
- Is there anything I need to do next time to make the general managers' assignment better? Did anyone include a double elimination tournament after seeing the pickleball example?
- Review reflections, fitness routines, and tournament proposals.

Homework

- Captains: Bring in your morals and ethics in tennis mini-presentation to the next class.
- Coaches: Be prepared to run your last practice session next class, and bring in your practice plans.

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

United States Tennis Association: www.usta.com

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