

LESSON 12: TENNIS HISTORY

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)

Movement concepts, principles & knowledge: Identifies and discusses the historical and cultural roles of games, sports and dance in a society. (S2.H1.L2)

Nutrition: Creates a snack plan for before, during and after exercise that addresses nutrition needs for each phase. (S3.H13.L2)

Lesson Objectives

The learner will:

- apply information regarding proper tennis warm-up movements and lead the class through at least one specific dynamic movement.
- use technology to generate a snack plan specific for the needs of various phases of activity.
- extract as many facts as possible from a history of tennis presentation given by a classmate.
- participate in doubles matches.

Equipment and Materials

- Tennis balls and modified balls
- Regulation and modified tennis rackets
- iPhones, iPads, and Fooducate app

Introduction

We have a lot to cover today. First, our scouts will give you a brief lesson on the history of tennis, and then the fitness trainer of each organization will start the warm-up, but the organization as a unit will conduct it, with each member leading at least one movement. After that, you will play games seven and eight, and then we'll talk about nutrition for physical activity. Does anyone have any questions? Let's have a great day!

Instructional Task: History of Tennis

■ PRACTICE TASK

Each organization's scout gives a brief history lesson on the sport of tennis. Each lesson must contain 10 facts. Afterward, each student will write as many facts as they can remember on an index card and hand them in to you.

Extension

Rather than handing in facts, students may create questions to hand in to you regarding the history of tennis. You then can create Plicker questions from the students' input to be used later.

Student Choices/Differentiation

Students may work in pairs to write down the facts.

What to Look For

- Students are engaged in the history.
- Students are asking questions.
- Students are respecting the role of the scout.
- Scouts were prepared and informative.

Instructional Task: Role Flip Warm-Up Activity

■ PRACTICE TASK

Fitness trainers lead the first movement, then call on one member of the organization to execute the next movement. After each movement, the leader of that movement calls out who goes next. All movements must be dynamic.

Student Choices/Differentiation

- Students choose who leads the next movement.
- Task cards showing examples of various stretches are displayed to help students who are stuck.
- Rather than having students pick who leads each movement, you create the order by chance (e.g., a lottery or drawing straws).

What to Look For

- Each organization collaboratively builds a warm-up routine by paying attention to what has already been done and thinking about what still needs to be executed.
- The warm-up is appropriate for the doubles tournament.

Instructional Task: Regular Season Matches 7 and 8

■ PRACTICE TASK

Students check the schedule to see who they are playing and what court they are playing on. Fitness trainers hand in their fitness plans for your review.

Refinements

- Ask students to focus on communicating and poaching in these matches.
- Observe extended segments of matches, providing feedback relating to shot selection and placement.

Student Choices/Differentiation

Students choose their equipment.

What to Look For

- Note how well students are executing doubles strategy.
- Students are communicating with one another during play.
- Students are using signals or verbal communication.

Instructional Task: Fooducate Discussion

■ PRACTICE TASK

Discuss what students learned by using the Fooducate app to track their nutritional intake. Next, discuss three phases of activity (pre-activity, during activity, and post-activity) and the nutritional needs of each one.

Extension

- Students gather as organizations and use their phones, available iPads, and the Fooducate app to design a snack plan that meets the nutritional needs of each phase of activity.
- If class time is short, assign the nutritional snack plan as homework.

Student Choices/Differentiation

As you discuss nutritional needs in each phase of activity, use visual aids, handouts, and demonstrations to assist various learning style preferences.

What to Look For

- Students recognize the needs of the body at various stages of activity.
 - Students can apply that information to a snack plan.
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Formal and Informal Assessments

- Nutrition snack plan
- Tennis history lessons (award points) and students' index cards

Closure

- Who can tell me why we have different nutritional needs in the different phases of activity?
- The season is starting to wind down. Everyone is playing hard for the best possible seeds in our tournament, and most of the role assignments have been turned in and have looked great so far.
- Remember your responsibilities, remember to communicate with the members of your organization as needed, and let's finish this module strong.

Reflection

- Was there enough activity time today with the nutrition lesson and activity?
- Do the index cards have enough information on them to validate having students give history lessons in their organizations, or should we conduct this as a class next time?
- Review snack plans.

Homework

- Everyone: Any organizations that dress up next class in uniform will receive bonus points in the standings. If everyone is in the organization's colors, the organization will get 3 bonus points. If everyone is dressed in the organization's colors and dressed exactly the same, the organization will get 5 bonus points. If everyone is dressed in the organization's colors, dressed exactly the same, and has their uniforms decorated or customized in some way, the organization will receive 7 bonus points.
- General managers: Bring in your tournament proposals. Remember, you are designing a one-day tournament with a championship bracket and competition bracket or opportunities when players are eliminated from championship contention.
- Captains: Continue working on your morals and ethics in tennis presentation.
- Fitness trainers: Take the notes I left on your fitness plans and come next class ready to implement your ideas.

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