

LESSON 8: MEDIA DAY

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

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

- work as part of a group by communicating and changing roles during small-sided games to assist the publicist.
- organize and conduct a media day as part of a group collecting data, both fictional and factual, to be used later.
- manage a game of doubles tennis by keeping score, officiating, and recording stats as well as points.

Equipment and Materials

- Tennis balls or modified balls
- Regulation and modified tennis rackets
- Pens and pencils
- Cameras or photo devices

Introduction

It has begun! Today, you will play your first regular season matches of doubles tennis. The regular season schedule is posted on the wall along with point distributions and procedures for student absences. Fitness trainers, you have the day off today because I am going to give you one more great way to prepare yourself for competition. Then each organization is going to have a media day, led by your publicist, and finally you are going to play today's matches. Does anyone have any questions? Let's have a great day!

Instructional Task: Switch or No Switch and Warm-Up

■ PRACTICE TASK

Students break into two large groups, each taking one court. Once there, the group divides into four lines, with two on each side of the court. All the tennis balls are on one side of each court. The side of the court with the balls is always considered the attacking side; the side without the balls is considered the receiving side. The first person in each line steps forward, creating a doubles matchup on each court. The attacking side will strike a ball into play (using any stroke) and attack the net. Once the ball is put into play, the two sides play a game to one. Once a point is scored, that round is over. If the attacking side won the point, each doubles pair that played runs to the opposite side of the court and goes to the end of those lines. No matter who won the point, the next doubles pairs start their point immediately. Everyone who is not playing is stretching. The intensity of this warm-up will raise the students' body temperature and get them moving in tennis patterns, while downtime is used to static stretch.

Note: If there is a lot of downtime off the court, split students into three groups rather than two. The time off the court should not be long—students should be playing and jogging to switch sides more than stretching.

Refinement

Remind students to focus on net-play strokes that will help them win the point (overhead, volley, drop shot).

Student Choices/Differentiation

- Students choose their rackets.
- Stand at the courts yelling “switch” or “no switch” to help students get the hang of when and when not to switch.

What to Look For

- Students are moving more than they are static stretching.
- Students are stretching the proper muscles.
- Students are not stretching the same muscles every time.

Instructional Task: Media Day and Small-Sided Tennis

■ PRACTICE TASK

Each publicist organizes activities and takes information needed to create his brochure while the team pretends they are a professional tennis organization. Each organization goes to a court to play small-sided games of tennis so that the publicist can take action shots.

EMBEDDED OUTCOME: S.4.H.3.I.2. This task allows the publicist to practice being a task leader.

EMBEDDED OUTCOME: S.4.H.2.I.1. Students must make their own rules for the small-sided games, observe tennis etiquette while playing, and respect the wishes of the publicist to complete the task.

Extensions

- Publicist calls players over for some factual and fictional information to be put placed into players’ bios. Other members of the organization create whatever bios they wish in terms of previous experience playing tennis and so on. Have head shots taken, if desired.
- Share information with the general manager for use on the website, and post video of players in action on the organization’s web page.

Student Choices/Differentiation

- Students may choose to not have their pictures taken if preferred.
- Provide athletic brochures and trifold as examples of simple and more complex layouts.

What to Look For

- Students are getting along.
- Students are letting loose and having fun with the idea.
- Publicists are taking the role seriously, and students are being cooperative.
- Students are valuing this fun time also as practice time.

Instructional Task: Regular Season Match 1 and 2

■ PRACTICE TASK

Students check the schedule to see who they are playing and what court they are playing on. Depending on the rules created by the students for the season, games may be played rather than entire matches.

Place a time limit on the matches to ensure everyone is ready to move on to the next match at the same time.

Tiebreaking procedures must be outlined in the season structure.

After each match, one representative from each team must record on the board the number of points earned in the game, which is dependent on the season structure (e.g., 3 points for a win, 2 points for a tie, and 1 point for a loss).

After each game, each team completes a stats sheet and gives it to the publicist.

Refinement

Remind students that deep groundstrokes are more effective and that they should move in on short approach shots.

Student Choices/Differentiation

- All students (if able) should be playing with regulation equipment at this point; however, students choose their rackets, and teams may play games with other balls.
- Depending on how the class is structured, teams can play more or fewer than two matches per class.

What to Look For

- Students are keeping score, calling out scores, being good sports, and playing hard.
- Students are communicating with their partners and strategizing.
- Students are correcting their technique and giving their partners feedback if needed.
- Students are working with their opponents on calls and resolving conflicts respectfully.

Formal and Informal Assessments

Game-play checklist looking for examples of communication, fair play, defensive positioning, shot accuracy, and technique

Closure

- If you did not tally your results, please do so before you leave. What worked well in today's warm-up?
- Where did you struggle? Why?
- What, if any, concerns should be brought to the league's attention now that the season has started? (Students can discuss concerns as a class or in smaller role groups (e.g., at captain meetings), if applicable.

Reflection

- What, if any, management issues do I need to address?
- Do I need to review any aspects of tennis (rules, terminology) to help games move more smoothly?
- Do students need help with rallies? (More practice time, allowing students to change court dimensions, and so on.)

Homework

- Fitness trainers: Create a survey to be handed out to the members of your organization during the next class. The survey should gather all information needed to develop a tennis-specific fitness routine for your team to better condition them for the physical demands of the game.
- General Manager: Start working on the web page for your organization. Include pictures, season updates, and any other information you wish to include.
- Publicist: Start working on the brochure for your organization.

Resources

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

TeachPE: 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

BASIC SKILLS CHECKLIST

Student (1): _____

Student (2): _____

| Skill | SD* | | P | | M | |
|-----------------------|-----|--|---|--|---|--|
| Communication | | | | | | |
| Fair play | | | | | | |
| Defensive positioning | | | | | | |
| Shot accuracy | | | | | | |
| Stroke technique | | | | | | |

***SD: Still developing**

P: Proficient

M: Mastered

From L.C. MacDonald, R.J. Doan, and S. Chepko, eds., 2018, *Lesson planning for high school physical education* (Reston, VA: SHAPE America; Champaign, IL: Human Kinetics).

SETTING UP A TEAM PAGE

(These pages are set up as additional pages on a Google site you have created.)

1. Check your G-mail inbox; you were recently invited to be an editor on the web page titled Our Tennis League.
2. Once you sign in and access the page, click the tab in the upper right-hand corner that looks like a piece of paper with a + symbol on it. That will allow you to create a page.
3. When on the create a page screen, type your team name in the bar that says "Name your page." Leave everything else as it is and click create.
4. You now have a team page to customize as you wish.
5. Remember, I am the owner of this site, and I can see everything that everyone does on it. This site is an extension of the classroom, so I expect you to treat it as such and act accordingly. I will be monitoring everything. Be creative, be innovative, and have fun!!!

SAMPLE BROCHURE RUBRIC

You can design rubrics to fit a variety of criteria. A score of 3 is passing.

| | 0 | 1 | 2 | 3 | 4 |
|---------|---|---|--|---|---|
| Content | The brochure does not meet any areas of the criteria. | The brochure is missing three areas of the criteria. | The brochure is missing one or two areas of the criteria. | The brochure is complete, with team name and team picture, player roster and player bios, action shots, and a team history. | The brochure meets and exceeds all four areas of the criteria, with additional information and pictures. |
| Layout | The brochure does not meet any areas of the criteria. | The brochure is missing two of the areas of the criteria. | The brochure is missing one of the areas of the criteria. | The brochure is in a trifold format, with little empty space and no empty panels. | The brochure meets and exceeds all three areas of the criteria, with added features such as color pictures and text or QR codes to other tennis websites. |
| Grammar | The brochure has numerous grammatical errors. | The brochure has several grammatical errors. | Although the brochure has no obvious errors, the language is choppy and difficult to understand. | The brochure is easy to read, with no obvious spelling errors or grammatical mistakes. | The text in the brochure is exceptionally written with no grammatical errors whatsoever. |

From L.C. MacDonald, R.J. Doan, and S. Chepko, eds., 2018, *Lesson planning for high school physical education* (Reston, VA: SHAPE America; Champaign, IL: Human Kinetics).