

LESSON 4: TEAM SELECTIONS AND DROP SHOT PRACTICE

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

Movement concepts, principles & knowledge: Applies 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)

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 different locations on the tennis court as well as where specific events take place on the tennis court.
- work as part of a group to complete a common task as well as increase the difficulty of that task if it is completed successfully.
- return the serve using forehand and backhand strokes.
- execute the drop shot off a return of serve.

Equipment and Materials

- Tennis balls (various densities) and modified balls: 3 to 5 for every 2 students, if available
- Regulation and modified tennis rackets
- Poster board
- Velcro

Introduction

So, how do you think our combine went? Today is the day this module truly starts to become yours. In addition to refining and building on your tennis ability and knowledge, we will form our organizations using the information from your self-assessments. To do this, we need six captain volunteers who will choose the members of each organization. However, the organizations they create will most likely not be the ones they are a part of. Our focus for skill development today will be the drop shot. Does anyone have any questions? Let's get started.

Instructional Task: Captain Selections, Organizations, and Roles

■ PRACTICE TASK

During a dynamic warm-up activity, explain how groups will be organized during the module. Ask who would like to volunteer for captain. If not enough or too many captains volunteer, you can give the class a set time to come to a consensus on who the six captains should be, or you can have a blind lottery.

The captain selects members of organizations during the draft, picks doubles pairings, and votes on behalf of the team on all season proposals.

Other roles and duties are as follows:

- **Coach:** Create practice plans for practice sessions. Run practice sessions and continually assess the strengths and weaknesses of the team, communicating this to the captain and fitness trainer. Create and distribute season awards.
- **Fitness trainer:** Warm team up each class. Create a fitness plan geared toward enhancing the team's athletic ability in regard to the sport of tennis.
- **Scout:** Keep a log of opponents' strengths and weaknesses to be used as a planning tool during playoffs. Serve as the organization's historian. Set up and clean up all courts.
- **Publicist:** Create a team brochure. Keep all team stats.
- **General manager:** Maintain the team webpage on the school website. Develop a proposal for the regular season and playoff structure. Makes the deciding vote on all unresolved team matters.

Student Choices/Differentiation

- Students choose whether to volunteer as captains.
- Students consider interest in other roles in the organization such as a sportscaster or a reporter.

What to Look For

Students should have the following characteristics for each role:

- Captains should be fair and equitable and enjoy responsibility.
- Coaches should be organized and observant, enjoy taking the lead, and have a solid knowledge of the sport.
- Fitness trainers should enjoy teaching and have an interest in athletic performance.
- Scouts should be organized, enjoy record keeping, and have a basic understanding of the sport.
- Publicists should work well with other members of their teams, enjoy working on the computer, and have access to any programs needed to create their brochures.
- General managers should have access to a computer to edit the team site. In addition, they should be problem solvers who work well as part of a team.
- Not every student will fit a role perfectly; sometimes students find the best fit. Students create their own roles.

Instructional Task: Serve and Drop Shot Skill Practice

■ PRACTICE TASK

Students form groups of four and move to an open court. One pair starts off as the servers; the other pair starts off as the returners. One at a time, the servers serve cross-court to their corresponding returners. Receivers return the serve using either a forehand or backhand groundstroke, attempting to give the servers a playable ball. Servers approach the return of serve as if they are going to execute a forehand or backhand shot, then slip in a drop shot. Receivers will not play this shot—they will simply let the servers know if it bounces two times in the box.

Refinement

Students focus on backspin (cutting) so the ball doesn't bounce up on the drop shot.

Extensions

- Both servers serve cross-court at the same time to increase the number of repetitions and maximize activity time.
- Repeat, with receivers attempting to play the drop shot.
- Play a modified game, awarding an extra point for a winning drop shot.

Student Choices/Differentiation

- Encourage students to begin moving toward regulation equipment, but they are not required to do so. They may choose the equipment they want to use.

- Server has the choice of ball in this activity.
- Students may practice drop shots from a tossed ball rather than a return.

What to Look For

- Students are able to consistently serve into the proper court.
- Students are going to the ball for the drop shot.
- Students are swinging through the ball on the drop shot approach.
- Apex of the arc of the drop shot is on the hitter's side of the net.
- Ball is floating over the net (students are not driving the ball).

Instructional Task: Fitness Activity and Team Selection

■ PRACTICE TASK

Students have 1 minute and 27 seconds (using a set time helps student engagement) to form six teams of six for the next activity. When the teams have been decided, each team will find another team to compete against. *Note:* Setting an unusual time limit can help hold students' attention.

Teams stand on their own baselines and listen for your signals. You call out one body part and one location on the court. One player from each team runs to that spot on the court, touches that spot with the designated body part, and returns to home position before going back to the baseline. While the players move, they must keep eye contact with the opponent. The first player to go to the correct spot, touch it with the correct body part, and return home while keeping eye contact with the opponent will earn a point for her team. Teams keep their own score.

EMBEDDED OUTCOME: S2.H1.L.1 Use this activity to reinforce the proper names of parts of the court.

Extensions

- Call out more obscure places to make students think (e.g., net strap).
- Call out the best places for shots, such as "Where do you want the apex of a drop shot to be?" Students would then run somewhere close to the net on their side of it. Or you could ask, "Where do you want a drop shot to land?" Students would have to run to the other side of the court.
- While this activity is occurring, the six captains who were chosen at the beginning of the class will draft the team organizations. Hang nine pieces of poster board on a wall and label them as follows: High School Group, Collegiate Group, Professional Group, Organization 1, Organization 2, Organization 3, Organization 4, Organization 5, and Organization 6. The first three posters list the names of the students who placed themselves in each group via the combine self-assessment. Their names have Velcro on the back. At this point, the organization posters are blank, with the exception of pieces of Velcro. Each captain will be called to make their picks while the body parts activity is going on. Captains will select one player at a time in a rotation. They have 32 seconds to make a selection, and no captains are allowed to be selected. The first captain to pick will pick for organization 1, and so on. At the end of this activity the captains will choose from index cards numbered 1 to 6; whichever card they choose is the organization they will play for.
- Implement guidelines for selection, such as no team may pick any more than two players from any category.

Student Choices/Differentiation

Team selection is based on student self-assessment from the previous lesson.

What to Look For

- Students are accurately and honestly keeping score.
- Students are moving to the proper locations on the court.

- Students know the terms for each spot.
- Note any locations that are giving them difficulty.

Instructional Task: Drop Shot Team-Building Activity

■ PRACTICE TASK

Students meet as an organization for the first time and form a large circle. One member of the organization is positioned in the middle of the circle with tennis balls, a racket, and a bucket. The student in the middle hits the tennis balls out, one at a time, to anyone on the perimeter of the circle. When the ball is hit to a student on the perimeter, she must execute a soft drop shot, attempting to drop the ball into the bucket. The objective is to get each player to hit the ball into the bucket.

EMBEDDED OUTCOME: S4.H3.I.1 Use this activity as a team builder, reinforcing the importance of supporting one another and using positive communication to unify the team.

Refinement

Have students focus on the height of the ball, especially if not using a net.

Extensions

- Have students complete the same task, but limit each player on the perimeter to one touch. After they get their touch, they must leave the circle. Can the group get all the balls in the bucket with only one attempt?
- Have students complete the same task, with each student allowed only one touch and every student playing the center position without the ball hitting the ground. After the ball is hit out the first time, the student on the perimeter who drops it back in will step out. When the center player has hit the ball out to the last student, he or she will switch places with the student making the first touch. That student will now play the center spot, and the game continues.

Student Choices/Differentiation

- Students choose who goes in the center first.
- Students choose their equipment.

What to Look For

- Students are working together to keep the ball from hitting the ground.
 - Students are encouraging one another.
 - Students have control over the ball when they try to drop it into the bucket.
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Formal and Informal Assessments

Assessment of court knowledge during body parts activity

Closure

- What are the key components of the drop shot?
- When would you use a drop shot?
- Remind students of responsibilities of each role in the organization.

Reflection

- Were students comfortable hitting the drop shot?
- Could they perform the motion correctly?
- Were students getting the right depth?
- Are the teams fair?
- What would be the best way to handle unfair teams or requests for trades?

Homework

Critique sheet: Students go to the school's physical education website and watch a video displaying examples of each skill learned thus far. Each video example will have flaws in the execution of the skill. Students will complete a Google Form embedded in the webpage under the video detailing what needs to be corrected. (You can shoot your own videos instead of looking for ones showing flaws.)

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

Tennis Drills and Lesson Plans: www.tennisdrills.tv

United States Tennis Association: www.usta.com

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