

LESSON 14: OVERHEADS

Grade-Level Outcomes

Primary Outcome

Lifetime activities: Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). (S1.H1.L1)

Embedded Outcome

Movement concepts, principles & knowledge: Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)

Lesson Objectives

The learner will:

- successfully perform an overhead in three out of five attempts.
- perform an overhead effectively in game-like situations.

Equipment and Materials

- Tennis rackets: 1 per student
- Tennis balls (various densities): at least 5 per student pair

Introduction

For homework, you watched a video of doubles play where the lob was used. When did players choose to hit the lob? How effective was it? The lob is often used defensively. Today, you will be learning a shot that you can use offensively, the overhead. When used effectively, this shot can end a point during a game.

Instructional Task: Overhead Movement Pattern

■ PRACTICE TASK

Demonstrate the overhead. Students shadow along.

Guiding questions for students:

- How does the overhead differ from the full-swing serve?
- What purpose does pointing at the ball serve?

Refinements

- Refine skill by breaking down the movement pattern and stressing critical features, if needed.
- Students shadow with a partner.

Extension

Students peer-assess a partner's striking movement pattern using the critical features. Students use a device to record the movement, if available. Provide a checklist to guide assessment.

Student Choices/Differentiation

Students may review a video clip of the overhead (slow motion).

What to Look For

- Students are pronating their wrists at contact.
- Students are pointing at the ball.

Instructional Task: Lob With a Partner

■ PRACTICE TASK

Students pair up and stand across from each other on one side of the court (four students per court). One partner stands at the baseline while the other stands near the net. The student at the net holds a racket in a cocked position and self-tosses five balls to hit using an overhead. The partner at the baseline retrieves the balls, and partners change roles.

Extensions

- Students perform the same task except balls are hit off a partner toss. The partner tossing the ball should be positioned off-court to avoid being hit with the ball.
- Students perform the same task except balls are hit off a partner baseline drop-hit lob. The partner at the net starts from a ready position rather than with racket cocked.
- Students perform the same task except they try to hit at least three out of the five balls successfully.

Refinement

If students are having trouble setting up for the overhead, remind them to track the ball by pointing at it and using proper footwork to keep the ball out in front.

Student Choices/Differentiation

Students may choose to increase their goal.

What to Look For

- Students are hitting the ball out in front.
- Students are pronating the wrist at contact.
- Students are tracking the ball with their fingers.
- Students are using proper footwork to position under the ball.

Instructional Task: Overhead Games

■ PRACTICE TASK

Groups of four students play no-ad doubles games. In each game, students play a one up, one back formation. If a player wins a point using an overhead, then that team wins the game. The server rotates after each game, and students trade off partners after every four games.

Student Choices/Differentiation

- Students may choose to change partners.
- Students may decide what type of ball they want to play with.

What to Look For

- Students are choosing appropriate times to hit an overhead.
- Students are placing the overhead well.
- Students are scoring appropriately.
- Students are following the rules and points of etiquette.

Formal and Informal Assessments

Informal assessment and peer assessments

Closure

- Can you identify the major differences between an overhead and a serve?
- When would you use an overhead in a game?
- Keep practicing the skills at home if you can, and the next lesson we will be playing a doubles round-robin tournament.

Reflection

- Were students hitting the ball out front?
- Were students tracking the ball and using proper footwork to get into correct position?
- Did students get enough practice with the overhead?
- How well did students use the overhead during a game?

Homework

- Practice the overhead striking pattern at home.
- Now that you have learned some new skills (overheads, lobs, volleys), adapt your practice plan to include at least one of these skills and bring it to the next class. (Embedded outcome: S2.H3.L1)

Resources

Internet keyword search: “overhead”