

LESSON 8: FULL-SWING SERVE

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 Outcomes

Working with others: Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. (S4.H4.L1)

Movement concepts, principles & knowledge: Describes the speed vs. accuracy trade-off in throwing and striking skills. (S2.H2.L2)

Lesson Objectives

The learner will:

- successfully perform the full-swing serve in three out of five attempts from the baseline.

Equipment and Materials

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

Introduction

Today, you will be learning the full-swing serve. The full-swing serve builds on the punch serve you learned last class and allows you to generate more power, which will give you an advantage during your service games.

Instructional Task: Full-Swing Movement Pattern

■ PRACTICE TASK

Demonstrate the full-swing serve. Students shadow along.

Guiding questions for students:

- How does the full-swing serve differ from the punch serve?
- How does the full-swing serve allow you to generate more power?

EMBEDDED OUTCOME: S4.H4.L1. Use the guiding questions to help students think critically about force production in the full swing (more body segments and muscles involved, greater rotation, lengthening the preparation, and so on).

Refinements

- Break down the movement pattern and stress critical features, if needed.
- Students shadow with a partner.

Extension

Students peer-assess a partner's full-swing 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 full serve in slow motion.

What to Look For

- Students are using the correct grip.
- Students are using the correct starting position.
- Students are timing the racket with the tossing arm.

Instructional Task: Full-Swing Serve

■ PRACTICE TASK

Students pair up and stand on the service line on the same side of the court (four students per court). One pair is positioned to serve: One stands to serve in the deuce service box, and the other stands to serve in the ad service box. The other pair are positioned to receive the serves. The servers perform the full-swing serve with the goal of getting the ball over the net. The receivers use proper footwork to get to the ball to catch it. Students change roles after every five balls and switch service positions after each full rotation.

Extensions

- Students perform the same task but move back to the baseline.
- Students perform the same task but with the goal of serving into the correct service box.
- Students perform the same task but the receivers return the ball with a groundstroke.

Refinements

- The most difficult part is generally the toss. If students can't toss the ball consistently in front, have them go back to the tossing drills from the previous lesson.
- If timing of the swing is off, students may go back to the punch serve, practice the full swing without the ball, or practice against the fence until timing improves.

Student Choices/Differentiation

- Students may decide what type of ball they want to use.
- Students may practice hitting into the fence so they can focus on the motion and not worry about hitting the net.
- Drop the net to allow students to focus on form.

What to Look For

- Toss is just in front of server.
- Timing of racket swing is in synch with the toss.
- Wrist pronates at contact.

Instructional Task: Serve and Return Games

■ PRACTICE TASK

Groups of four students play modified singles games. In each game, two students play a no-ad game while the other two students perform a peer assessment of the serve. As in a real game, the server gets two service attempts. The server rotates after each game, and students trade off after every two games.

Refinement

To provide for more success, allow the server to serve to the same court until he or she can place a ball in the box. That allows the server to focus more on form and less on accuracy. The receiver plays the first ball that is served legally in the box.

EMBEDDED OUTCOME: S2.H2.L2. Use this task to explain how the need for accuracy may impact speed of execution.

Student Choices/Differentiation

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

What to Look For

- Students are tossing the ball appropriately.
- Students are following through toward the correct service box.
- Students are positioning their feet appropriately.
- Students are scoring appropriately.
- Students are following the rules and points of etiquette.

Formal and Informal Assessments

- Informal and peer assessments
- Exit slip: What are the rules of serving?

Closure

- Can you name three critical features of the full-swing serve?
- How does the full-swing serve differ from the punch serve?
- Keep practicing the skills at home if you can, and the next lesson you will learn some serve and return tactics that will be helpful in a tennis match.
- Remember to turn in your exit slips.

Reflection

- Were students consistently using the proper grip?
- Were students able to consistently serve the ball into the correct service box?
- Were students placing the toss appropriately?
- Were students able to time the toss and the swing of the racket together?
- Did students get enough practice with the full-swing serve?
- Review exit slips to see where students are still unclear about serving rules.

Homework

Practice the full-swing pattern at home.

Resources

Fuzzy Yellow Balls: www.fuzzyyellowballs.com

United States Tennis Association: www.usta.com

Optimum Tennis: www.optimumtennis.net

Internet search terms: “tennis serve,” “serving grip,” “serving mechanics”