

LESSON 6: PRESEASON COMPETITIONS

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: 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)

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

Embedded Outcomes

Working with others: Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)

Rules & etiquette: Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity. (S4.H2.L1)

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

Lesson Objectives

The learner will:

- lead classmates through a dynamic warm-up specific to the sport of tennis.
- implement and describe the concept of the speed vs. accuracy trade-off to improve accuracy of tennis shots.
- use knowledge of tennis skills and concepts to engage in a preseason game.

Equipment and Materials

- Tennis balls and modified balls: 3 to 5 for every 2 students, if available
- Regulation and modified tennis rackets

Introduction

Welcome to the beginning of your preseason competitions. Today, your fitness trainers will take you through your warm-up, your general managers will present their proposals for the structure of the regular season, your captains will give you your initial doubles pairings, and you will play in your first preseason match. In addition, you are going to learn about what is possibly the most important aspect of tennis, a little thing called the speed vs. accuracy trade-off. You have been experiencing this and learning about this all unit without even knowing it, but today, we will bring it to the forefront of your thinking. Scouts, if you did not check the board and set up the court once you got to the gym, please do so now. Everyone else, get together with your organizations and warm up. Does anyone have any questions? Let's have a great day!

Instructional Task: Warm-Up

■ PRACTICE TASK

Students meet in their organizations on a court, where their fitness trainer will take them through a tennis-specific warm-up. The warm-up can be whatever the fitness trainer comes up with, so long as it raises body temperature and stretches applicable muscle groups.

Student Choices/Differentiation

- Fitness trainers choose the warm-up activities.
- If a fitness trainer is struggling with the presentation portion of the prepared warm-up activity, the organization can turn it into a group activity.
- If a fitness trainer is not prepared with a routine, the organization will follow a scripted backup routine you will display for them.

What to Look For

- Fitness trainers are confident in what they have prepared.
- Students are applying what they practiced in previous lessons.
- Students are moving and stretching the proper muscle groups.
- Note whether any of the trainers are using creativity and a team-bonding activity in their warm-ups.

Instructional Task: Understanding the Speed vs. Accuracy Trade-Off

■ PRACTICE TASK

Explain the speed vs. accuracy trade-off. Students stand in front of the fence practicing their serves, forehand groundstrokes, and backhand groundstrokes. Students hit the ball into the fence as hard as they can. There is no specified target, but encourage students to look at a piece of fence and aim for it. Students do 10 repetitions of each stroke.

Guiding questions for students:

- Is it difficult to hit the ball with power while placing it where you want to on the court? Why?
- How far away from your target is your ball ending up?
- Do you need to slow down? Speed up? Which shot? Why?
- When and with which shots are you more accurate?
- How can you control your groundstrokes when hitting with power? (Answer: Apply spin.)

Extensions

- Repeat, placing a cone in the fence to use as a target. Students may move the cone as they wish.
- Students move to the court and try to hit the ball with pace to spots marked on the court using all three strokes.
- Repeat with overheads.
- Repeat with drop shots, emphasizing placement, not power.

Student Choices/Differentiation

- Students choose their equipment.
- Students choose how to progress through this activity. They choose the distance from the fence and how they want to introduce targets, as well as if and when they want to move as a group to the court.

What to Look For

- Students are becoming more accurate while hitting for power.
- Students are adjusting their power to be more accurate when necessary.
- When students miss their targets, they can articulate why.
- Coaches and captains are taking on their roles within the organizations without being prompted.

Instructional Task: Doubles Formations

■ PRACTICE TASK

Show a short video clip of a high-level doubles match. Ask students to describe how players move during the points and how they communicate. Review doubles formations (side by side, up and back). Ask students to consider when they would use these formations. Review cues for communication.

Student Choices/Differentiation

- Show a diagram of the formations.
- Set up a doubles court and do a walk-through of the formations.

What to Look For

- Students are asking good questions.
- Students can identify the formations in the video clip.

Instructional Task: Preseason Match 1

■ PRACTICE TASK

- Reveal the preseason schedule (two classes).
- Students go to their designated courts and play their first preseason game using the doubles pairings decided on by the captains.
- Students communicate with each other during the games on all areas of tennis, with an emphasis on trying the doubles formations.

Extension

Students score and officiate their own games.

EMBEDDED OUTCOME: S4.H2.I.1 Have students keep score on a card. Players must abide by their peers' rulings on disputed calls. Ask them to record any rules questions that come up during the match.

Student Choices/Differentiation

- If all participants in the game agree, rules and equipment may be modified for each individual game.
- The entire preseason schedule will be displayed on the wall next to the other important information for this unit.
- Rules and scoring will be displayed for all students to refer to as the games progress.

What to Look For

- Students are able to organize and run a game of doubles tennis.
- Students are keeping score correctly.
- Students are calling the score before each serve.
- Students are taking the overall success of the group (both teams) into consideration when deciding if a rule should be modified for their game.

Instructional Task:

Regular Season Presentations and Preseason Match 2

■ PRACTICE TASK

Each general manager briefly presents his or her plan for the regular season format to the class. Afterward, the organizations meet for 2 minutes, 42 seconds to discuss which proposal they liked the best before moving to their courts to play preseason match 2. While students are moving to their courts, the captains from each organization stay with you to discuss the presentations and choose a format.

EMBEDDED OUTCOME: S4.H3.L2. This task provides general managers and captains with opportunities to lead tasks.

Refinement

You will moderate the captains' discussion, and if they can't agree on a format, the captains will cast their votes on index cards.

Student Choices/Differentiation

If all participants in the game agree, rules and equipment may be modified for each individual game.

What to Look For

- General managers have put a lot of thought into the framework for the season.
- Their presentations were thorough.
- Note the discrepancy in points awarded for wins, losses, and ties.
- Note how they chose to award points for completion of role responsibilities and assignments.
- Students take everyone in the class into account.

Instructional Task: Reflection Checklist

■ PRACTICE TASK

Students complete a reflection checklist assessing how well their matches went. They share it with the captain and the coach. The captain uses this information to decide whether or not the pairings should change.

EMBEDDED OUTCOME: S2.H3.L1. The coach uses this information as an aid to create a practice plan for the organization.

What to Look For

- Students are thinking critically about their matches.
- Captains are assessing strengths and weaknesses when considering pairings.

Formal and Informal Assessments

Reflection checklist

Closure

- Today, you learned what may be the most important variable in finding success in the sport of tennis. Can someone tell me what that is? (Answer: speed vs. accuracy trade-off)
- How do you approach it?
- In addition to the speed vs. accuracy trade-off, we made some big moves today in our season. How do you think it went and why?
- The captains have chosen that we will be moving forward with proposal [X] for this season. As the commissioner of this league, I have the right to tweak this format if I believe an adjustment needs to be made, but before I make any decision like that final, we will discuss it as a class.

Reflection

- As the commissioner of the league, do I like the format the captains chose?
- Do I need to amend it in any way?
- Were students listening to each other and communicating their ideas effectively?
- Are their skills progressing?

Homework

- Everyone: Watch a video on the school's physical education website explaining how to play sit tennis. I also want you to reflect on your roles.
- Captains: Come to the next class with changes in doubles pairings, if any. Team pairings must be finalized and team names must be created (organizational names were already created), unless otherwise noted in the season structure.
- Coaches: Think about the strengths and weaknesses of your team, and come to class prepared to run a 20-minute practice with your organization. You may use or modify drills we have already done or look up some of your own.
- Scouts: Draft a template to be used before each match that will note the strengths (things you need to expect) and weaknesses (things you need to look for) of your opponent.
- Publicists: Draft a template to be used for keeping stats. (Stats are to be taken to the best of the students' ability; stat keeping should not be a distraction from game play). Here are some examples of tennis stats discussed during previous instructional tasks:
 - Aces
 - Faults
 - Unforced errors
 - Receiving points won
 - Serving points won
 - Break points won
 - Wins, losses, ties

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

Optimum Tennis: www.optimumtennis.com

REFLECTION CHECKLIST

Do you think that . . .	Y	N
your game was a cooperative effort between you and your partner?		
your game was a cooperative effort between both teams to make sure the game was as fair as it could be for everyone involved?		
you and your partner are comfortable executing the basic physical skills associated with tennis?		
you are finding success returning the ball to all areas of the court?		
you are playing strong positional tennis by putting yourself in position to defend your opponents' shots?		

Please share any additional thoughts on the back of this paper.