

LESSON 7: SIT TENNIS

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: Describes the speed vs. accuracy trade-off in throwing and striking skills. (S2.H2.L2)

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

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: Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. (S4.H4.L2)

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)

Lesson Objectives

The learner will:

- respect the roles and follow directions of their peers during both the warm-up and organization practice settings.
- compare the speed vs. accuracy trade-off in two variations of tennis.

Equipment and Materials

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

Introduction

Today, rather than learning a new skill, you are going to discuss how the game of tennis can be modified. In the video that you watched, you got a brief description of sit tennis. Who can share some of what you saw in the video? How does that information apply to our class? Did you notice skill sets that transfer from one form of tennis to the other? How many of you started clicking around to find other Paralympic sports? What did you find? After your fitness trainers warm you up, you are going to play your own games of sit tennis. Then, as you can see on the board, you are going to have time to practice as an organization with your coaches before playing your last preseason matches. You'll also practice poaching, a strategy for doubles play at the net. Also on the board is the framework for your season as chosen in the last class. Does anyone have any questions? Let's have a great day!

Instructional Task: Warm-Up

■ PRACTICE TASK

Fitness trainers lead the warm-up for their organizations.

Student Choices/Differentiation

Fitness trainers choose the warm-up activities.

What to Look For

- Students are putting effort into the warm-up.
- Students are paying attention to the fitness trainers.
- Warm-up is relevant for tennis.

Instructional Task: Sit Tennis

■ PRACTICE TASK

Play 3 v 3 sit tennis within team organizations. Remind students not to use their legs to move.

Extension

After playing, students complete a reflection sheet on the activity.

Guiding questions for students:

- Compare regulation doubles tennis with sit tennis, and apply the speed vs. accuracy trade-off to each. (Is it harder to hit for power or accuracy while you are sitting? Why?)
- What would you change about the space between you and a teammate and you and the boundaries if you played again?
- What strategies did your team come up with in order to find success?
- How did you feel as you were playing?
- Are the fitness requirements any different for this version of tennis?
- How would you modify tennis rules to include a classmate who uses a wheelchair or had another type of disability?

EMBEDDED OUTCOMES: S4.H4.L1: S4.H4.L2. Use this discussion to lead students through a critical-thinking exercise on movement concepts as well as accepting differences in others' abilities in physical activity settings.

Student Choices/Differentiation

- Students choose their equipment.
- Students are free to generate their own boundaries to help them establish rallies.
- Review a video clip of sit tennis.

What to Look For

- Note how students are reacting to sit tennis. What are they saying?
- Students are generating an appreciation for the athletes who compete in this activity.
- Students are coming up with plans for success.
- Students can draw connections to traditional tennis.

Instructional Task: Three Hit

■ PRACTICE TASK

Review the skill of volleying and introduce proper communication. Demonstrate how to poach. Students will work as pairs within their organizations to play a game of three hit. Students simulate the beginning of a point with one player serving, the opposing player returning the serve, and the server's partner poaching for the third hit. Students practice at half speed to increase the likelihood that all three hits are successful. After the third hit, students play out a volley for a point.

Refinements

- When poaching, make sure students do not leave to attack the net until the returner has moved his or her racket. If they move too early, they will get beaten down the line by an experienced player.
- Encourage your students to communicate before each serve. Serving pairs may talk about how they will move after the ball is served (one is poaching for the sake of the activity), discuss where the server will attempt to place the ball in the box, and decide how they will position themselves after the serve. Returning players may discuss what they think the serving pair will do as well as how they plan on returning the serve.

Extension

Students play this sequence out at game speed. Less-skilled students may stop the ball before returning it or let the ball pass them and simulate the return by hitting a ball in their hand.

Student Choices/Differentiation

- Students may choose a regulation tennis racket or a modified tennis racket.
- Students may choose other exercises if they think the exercises are either too easy or difficult for them to execute.

What to Look For

- Students are moving on time when they are poaching.
- Students are communicating with each other before the serve.
- Students are being realistic about their ability levels and adjusting the activity as they see fit.
- Students are respecting the ability levels of their peers.

Instructional Task: Practice Session

■ PRACTICE TASK

- Each coach takes the members of his organization to a space and runs a practice session for a set time.
- Each coach has a stopwatch to help him keep time for each drill.

EMBEDDED OUTCOME: S4.H2.I.1 During the practice, reinforce the importance of team members following directions and respecting the guidance of the coach.

Student Choices/Differentiation

- Students choose their equipment.
- Coaches choose the activities and practice structure.

What to Look For

- Coaches are organized and taking their roles seriously.
- Coaches came prepared.
- Coaches brought a whistle.
- Students are breaking down the skill or strategy that they want to practice.
- Note what they chose to work on.

Instructional Task: Preseason Matches

■ PRACTICE TASK

Students check the board for their final preseason matchups and play their games. Before the match, each publicist gives her team a copy of the statistical template she came up with for her organization. Students keep track of their own stats and hand the templates in to the publicist at the end of each match for maintaining a master copy of all statistical information. Also, the scouts practice using their templates to scout their opponents.

Student Choices/Differentiation

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

What to Look For

- Students are discussing strategies with their teammates.
 - If teams are debating the score or whether a point occurred, note how students resolved the issue.
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Formal and Informal Assessments

Sit tennis reflection sheets and practice evaluation

Closure

- On your way over to me, get your Plicker cards. Great job today.
- How did your practice sessions go?
- Can someone who is not a coach explain to me what you did at practice today?
- Was it appropriate for your team? Did any of it translate to your matches?
- Before you leave I have two Plicker assessment questions. (Display the questions and choices on a screen or board behind you.)
- What is an unforced error?
- What would the score be at deuce, and how do you win?

Reflection

- Did students grasp the importance of sit tennis?
- Did it deepen their appreciation for athletes who may look different from them?
- Are students developing a deeper understanding of the speed/accuracy trade-off?
- Is it becoming apparent in their play?
- Were the practice sessions productive?

Homework

- General managers: Look over the handout explaining how to set up a page on the school's physical education website.
- Publicists: Bring your cameras to next class prepared to conduct a media day. Hand in a written plan for media day detailing what it is you anticipate accomplishing. This should include a questionnaire you will hand out to each player to complete, ideas for what your team picture will look like, and how you plan on including individual shots for player bios (head shots or action shots). Anything else you want to include is great.

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

TEAM SCOUTED

We need to expect	We need to look for
<i>Powerful serves</i> <ul style="list-style-type: none"> • • • • • • • 	<i>The middle areas because they do not return home</i> <ul style="list-style-type: none"> • • • • • • •

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).