

LESSON 2: LOB, VOLLEY, AND SERVE REVIEW

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: Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)

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

Lesson Objectives

The learner will:

- demonstrate the ability to follow a sport-specific warm-up.
- execute the forehand and two-hand backhand strokes as well as the forehand and backhand lob shots.
- execute an overhand serve, hitting stationary targets two out of three times.

Equipment and Materials

- Tennis balls (various densities) and modified balls: 3 to 5 for every 2 students, if available
- Regulation and modified tennis rackets: 1 per student
- Cones: 3 for every 2 students

Introduction

Today, we will begin with a quick warm-up activity and then review the basic strokes and shots you have either reviewed or learned so far. Then, we will be playing a singles speed tournament consisting of 10 timed contests. Last, we will review the proper way to serve a tennis ball.

Instructional Task: Dynamic Warm-Up Specific to Tennis

■ PRACTICE TASK

Review the major muscles associated with the game of tennis (deltoids, obliques, quadriceps, hamstrings, calves, and groin). Students move through a dynamic warm-up in free space and on your command for this session.

Guiding questions for students:

- Why is a dynamic warm-up more effective than static stretching before participating in physical activity?
- What is the most important part of any warm-up?

Student Choices/Differentiation

- Students who are familiar with dynamic warm-ups can choose to engage the same muscles with more advanced exercises so long as they perform them correctly.
- Students who struggle with any movement in the warm-up can choose to stretch that muscle statically or jog in place to keep their heart rates elevated.

What to Look For

- Students take the movement element of the warm-up seriously, actively attempting to raise their body temperature through the process.
- Exercises are controlled and fluid.
- Students are exhibiting proper posture.
- Students hold the stretches for at least a three count as they move.
- Stretches are coordinated.

Instructional Task: Review of the Forehand and Backhand

■ PRACTICE TASK

Review the forehand and backhand.

Working in groups of three, students play a game of long shot on a simulated court.

Students play 1 v 1 on a long court, with the width of the courts marked by cones. The third participant initially acts as an observer. Each partner has a designated student to observe. Students choose one of three spots on their side of the court marked by cones to hit the ball from, depending on their ability level. Students try to alternate hitting the ball on their partners' forehand and backhand side each shot. The objective is not to hit it past your partner but rather to work as a group to get as many touches as possible.

Every 10 hits the three players rotate positions. After one full rotation, they give each other feedback based on their observations when they were not participating.

EMBEDDED OUTCOME: S2.H2.I.1. Review relevant movement concepts for the strokes and require students to use them in their feedback, either verbally or using a rubric or checklist.

Extensions

- Review the open and closed stance. Specify the stance to use in practice drills.
- As students become more comfortable with their strokes and strike the ball with a greater level of accuracy, they may make the courts narrower to increase the difficulty.
- Use video analysis to refine skill execution, with the observer responsible for recording.

Guiding questions for students:

- When executing your basic forehand, where should your weight end up?
- What does it mean to “prepare” your backswing?

Student Choices/Differentiation

- Students choose their tennis rackets.
- Students choose their tennis balls.
- Students choose location from which to hit.
- Provide students with a checklist to assist with providing feedback.

What to Look For

- Students are switching their grips when alternating strokes.
- Students are successfully alternating hits to their partners' forehand and backhand sides.
- Students are preparing their backswings.
- Follow-through is high.

Instructional Task: **Review Forehand Lob Shot and Backhand Lob Shot**

■ PRACTICE TASK

Working in those same groups of three, students play a game of Keep It Up while practicing the forehand and backhand lob shots.

Students hit lobs back and forth using the forehand and backhand, with the third person in the group observing. Each time the ball hits the ground, students rotate and change roles.

Extensions

- If students find a great deal of success with this activity, they can make it more challenging by attempting to hit the ball to a specific side, target, or distance.
- Play a modified game, awarding extra points for successful lobs.

Guiding questions for students:

- Can you stay under the ball to get the desired height on your shot?
- Can you make a U shape with the racket?
- Does your approach look like a basic forehand or two-hand backhand shot?

Student Choices/Differentiation

- Students choose their tennis rackets.
- Students choose their tennis balls.

What to Look For

- Students are able to execute the lob shot with little pace and a small arc.
- Students are contacting the ball with a short stroke.
- Students' bodies are under control as they approach the ball.

Instructional Task: Volley

■ PRACTICE TASK

Demonstrate and review volleys from the forehand and backhand sides. In pairs, one on each side of the net, students practice volleys.

Partner tosses across the net to forehand volley. Students switch roles after 10 repetitions.

Refinement

Students often try to swing at the volley. Have them focus on limiting the backswing and just taking a short forward punch as they step forward.

Extensions

- Repeat to backhand side.
- Repeat, mixing tosses to forehand and backhand sides.
- Repeat, with partners hitting instead of tossing.
- Vary the height of the volley to be played.
- Repeat, trying to keep the ball in play. Partners count consecutive hits.
- Play a modified game of 1 v 2. On the doubles side, one player is at the net, the other at the baseline. Baseline player hits groundstrokes. Net player attempts to volley when the ball is close enough. Rotate positions after 2 minutes.

Student Choices/Differentiation

- Students choose their tennis rackets.
- Students choose their tennis balls.
- Students may review a video clip of forehand and backhand volleys.

What to Look For

- Students are crossing over with their feet so they are sideways to the net at contact.
- Students are keeping the racket up in ready position.
- Students are keeping their wrists firm at contact.
- Students are minimizing their backswings.

Instructional Task: Serving

■ PRACTICE TASK

Ask students to share something they learned from the homework video on the overhand serve. Review the correct way to execute an overhand serve as well as serve locations (e.g., a wide serve, a body serve, a T serve), and have students practice slow serves with a partner. Slow serves allow students to go through the act of serving at a much slower speed, placing the focus on the movement rather than the result.

Extensions

- In six groups of six, three players on each side, students form a line on the baseline between the center mark and the singles sideline on each side of the court. Three cones are set up on the opposite side of the net, in the opposite-side service box. One cone simulates a wide serve (outside) location, one cone simulates a body serve (middle) location, and the third cone simulates a T serve (inside) location. Each student serves three times, attempting to hit each cone once. As students serve the ball over the net, the opposite group retrieves those balls to use for their repetitions.
- If students feel comfortable, they may begin to play a simulated game of doubles, practicing all the strokes introduced thus far in class. Students who are not in the game serve as coaches for the opponents as well as officials and line judges for the game.

EMBEDDED OUTCOME: S4.H3.L2. This task introduces students to some of the leadership roles they will take on in the sport education model.

Student Choices/Differentiation

- Students choose their tennis rackets.
- Students choose their tennis balls.
- Students choose their partners.

What to Look For

- Non-dominant shoulder is to the net.
- Students are tossing the ball in front of them.
- Students are finishing with their weight on the front foot.
- Students are finding success by hitting the three targets.
- Students are using proper technique.
- Note how many groups (and which students) decided to move on to doubles games.
- Students who moved on to doubles games assessed their abilities appropriately.
- Games resemble tennis.

Instructional Task: Singles Tennis Speed Tournament

■ PRACTICE TASK

Introduce guidelines for the speed tournament:

- Players are numbered 1 to 36 (or size of class) and begin their games sequentially (1 v 2, 3 v 4, and so on).
- Games are played using only the perimeter of the court. Baseline and sidelines are out. Students may serve from anywhere on the baseline and may land anywhere inside the court.
- The ball may bounce up to two times after it crosses the net before a point is awarded.
- Students use basic forehand stroke for all serves.
- All games are 3 minutes in length, at which time students switch opponents, with the odd-numbered students rotating to a new court.

Extensions

- Specify down-the-line or cross-court shots for each rotation.
- Allow students to use drop shots if the opponent's groundstroke falls inside the service box.

Student Choices/Differentiation

- Students choose their tennis rackets.
- Students choose their tennis balls.
- As students play their games, they may decide together to change some of the parameters to provide more opportunities for success (e.g., more or fewer bounces allowed; a change in equipment).

What to Look For

- Students return home after playing a shot.
- Students are making their opponents move.
- Students are playing fairly and working together to decide on any rule changes.
- Students are balanced and under control when they make contact.
- Students are executing the shots effectively.

Instructional Task: Self-Assessment

■ PRACTICE TASK

Students complete a checklist asking them to rate their ability levels in tennis from novice to superior now that they have had two classes to review what they learned in middle school or a previous tennis module.

Student Choices/Differentiation

Allow more time or give as a take-home assignment.

What to Look For

Students make honest appraisals of their skills and knowledge.

Formal and Informal Assessments

Self-assessment

Closure

Plickers questions (app for quick, easy check for understanding):

- What are the three serving locations in doubles tennis called? (A, B, C, D choices)
- When would you use a lob in doubles? (A, B, C choices)

Next class we will continue our pre-season by having a tennis combine. There will be a number of events set up for you when you come to class. Please leave the equipment the way you find it.

Reflection

- Overall, how is the class's ability in terms of executing basic tennis skills?
- Having had a few opportunities over the first two lessons to work together and provide each other feedback, how well did they communicate and work together?
- Who are the leaders in the group?
- Review self-assessments to determine where students may need more practice.

Homework

Familiarize yourself with the NFL and NBA combines so you have a general idea of how they work, and make a list of things you expect to see in our tennis combine next class.

Resources

Siedentop, D., Hastie, P., van der Mars, H. (2011). *Complete guide to sport education*. 2nd ed. Champaign, IL: Human Kinetics.

TeachPE.com: www.teachpe.com

Plickers: www.plickers.com

Internet search terms: "tennis forehand," "backhand," "volley," "lob," "serve," "doubles play"