

LESSON 4: ONE-HAND BACKHAND

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: 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)

Lesson Objectives

The learner will:

- perform the eastern backhand grip.
- successfully perform the one-hand backhand shot three times in a row with a partner.

Equipment and Materials

- Tennis rackets: 1 per student
- Tennis balls (various densities): at least 3 per student pair

Introduction

Today, you will be learning the one-hand backhand. Roger Federer and Stan Wawrinka are well known for this shot, and it can be very effective during baseline rallies. Here are a couple of video clips.

Show video clips of Federer's and Wawrinka's backhands.

Instructional Task: Eastern Backhand Grip

■ PRACTICE TASK

Demonstrate the eastern backhand grip. Students shadow along.

Extension

Have students place their rackets on the ground, and when you say go, students pick up their rackets with the eastern backhand grip.

Refinement

Students refine skill by reviewing pictures of the grip; also, you can post instructional videos of the grip to the school's physical education website.

Student Choices/Differentiation

Students choose their rackets.

What to Look For

Base knuckle (index finger) is on the first bevel of the handle.

Instructional Task: One-Hand Backhand Strike Movement Pattern

■ PRACTICE TASK

Demonstrate the one-hand backhand strike. Students shadow along.

Refinement

Make sure students are using the proper grip. Students refine skill by practicing the follow-through with the racket face out in front. Students shadow swing 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.

EMBEDDED OUTCOME: S2.H2.L1. Students use the assessment to provide feedback about partners' performance so that they can improve their stroke.

Student Choices/Differentiation

Students choose their rackets.

What to Look For

- Students use correct backhand grip.
- Arm is bent at contact point (rather than straight).
- Racket does not drop below contact point.
- Racket follows through out front (rather than across body).

Instructional Task: One-Hand Backhand with Partner

■ PRACTICE TASK

Students pair up and stand across from each other on the service line on one side of the T (four students per court). One partner soft-tosses three balls for the other partner to return using the one-hand backhand. The tossing partner uses footwork to catch the balls when they come back over the net. Partners trade roles.

Extensions

- Students perform the same task except they move back to the baseline and the tossing partner feeds balls with a drop-hit forehand.
- Students perform the same task except they attempt to keep a rally going while hitting with their rackets (no catching).
- Students perform the same task except they set a goal for consecutive one-hand backhands in a row.

Refinements

- A concern with this task when students are at the service line is that they abbreviate the movement pattern in order to reduce force on the ball. If this is the case, encourage them to use a lower-density ball.
- Another concern is ball control when two rallies are going on at the same time. Encourage students to follow through with the racket face toward the target (partner).

Student Choices/Differentiation

- Students may choose to start with lower-density balls.
- Students choose their partners.
- Students may review a video clip of the one-hand backhand (slow motion).
- Students may use a backboard or ball machine, if available.

What to Look For

- Students are using the proper grip.
- Students are swinging through the ball.
- Students are following through out front to the target.
- Weight transfer is effective.
- Students are using the crossover step.

Instructional Task: Backhand Games**■ PRACTICE TASK**

Each group of four students play modified games. The server drop-hits a forehand to the other side, and another player returns the ball using a one-hand backhand. Once the ball has been successfully returned, the point is played out and scored like a real game. Server changes after each game. Students must try to use only one-hand backhands, except when starting the point.

Refinements

- During modified game play, students may forget about their footwork. Provide feedback to reinforce the shuffle and crossover.
- Students may shorten their swings to gain control. Reinforce the preparation (backswing) and following through to the target.
- Refine student scoring if needed.

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 keeping score correctly.
- Students are using correct footwork.
- Students are using the one-hand backhand striking pattern and not running around the ball to hit a forehand.

Formal and Informal Assessments

Informal assessment and peer assessments

Closure

- What grip did you learn today? Who will demonstrate it for me?
- Name three critical features of the one-hand backhand.
- Offer some examples of cooperation in today's class.
- Keep practicing the skills at home if you can, and in our next lesson you will learn the two-hand backhand.

Reflection

- Were students consistently using the proper grip?
- Were students hitting the ball too high or into the net?
- Did students get enough practice with the one-hand backhand?
- How well did students remember how to score correctly?
- How well did students demonstrate proper footwork?

Homework

- Practice the one-hand striking pattern at home, focusing on the feedback from the peer assessment. Use a racket or another type of long-handled implement.
- Provide students with a handout that shows pictures of the eastern backhand grip.

Resources

Internet keyword search: “backhand grip,” “tennis backhand,” “backhand mechanics”