

LESSON 1: GROUNDSTROKE AND DROP SHOT 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 Outcome

Movement concepts, principles & knowledge: Applies the 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)

Lesson Objectives

The learner will:

- demonstrate the two basic tennis grips (continental grip and two-hand backhand grip).
- demonstrate the basic forehand and backhand shot series.
- demonstrate the drop shot.

Equipment and Materials

- Tennis balls (various densities) and modified balls (foam balls, colored balls, balls with bells inside, large tennis balls): 3 to 5 for every 2 students, if available
- Regulation and modified tennis rackets: 1 per student
- Bucket or container: 1 for every 2 students

Introduction

Our next module is tennis doubles. Today, we are going to review the basic grips, as well as the basic strokes you have already learned in previous years, before I introduce any new concepts. Throughout the module, you will learn a variety of terminology, effective shots, and game-play strategies. We will be using the sport education model once again; however, we will be exploring it in a different way than before.

Instructional Task: Review of Continental, Backhand, and Two-Handed Backhand Grips

■ PRACTICE TASK

Review grips (continental, backhand, two-handed backhand) with students. Working in pairs, students practice the grips while holding their rackets and mimicking the strokes.

Extension

Have students hand the rackets to one another and call out a grip. The partner must take the racket using the proper grip. Students provide feedback to one another.

Guiding questions for students:

- Who can tell me what the V-grip looks like when executed properly?
- Who can tell me what the thumb grip looks like when executed properly?

Student Choices/Differentiation

Students choose their tennis rackets.

What to Look For

Continental Grip

Index finger and palm rest on bevel two (students don't just reach out and grab the racket).

Eastern Backhand Grip

Students are turning the grip so the knuckle of the index finger is on the first bevel.

Two-Hand Backhand Grip

Students are placing the dominant index knuckle on the second bevel and the dominant heel pad on the first bevel, with the non-dominant index knuckle and heel pad on the seventh bevel.

Instructional Task:

Warm-Up and Review of Forehand and Backhand Strokes

■ PRACTICE TASK

Review the basic forehand and backhand strokes. Working in pairs, students warm up with half-speed strokes. After warming up, students move back and hit forehands or backhands when you call them out. This task is executed with no net.

Refinement

Use video analysis to refine execution of the skill.

Extensions

- Partners stand in a grid pattern and hit to each other at half speed on each touch. Call out which shot should be executed, gradually increasing the speed of the calls.
- Repeat, adding the net.
- Repeat, with students hitting at a pace closer to game speed.
- Repeat, specifying whether to hit the forehand or backhand cross-court or down the line.

Guiding questions for students:

- Who can give me one teaching cue for the forehand?
- Who can give me one teaching cue for the backhand?
- When would you use a down-the-line shot?
- What about a cross-court shot?

EMBEDDED OUTCOME: S2.H1.1.1 Question students to make sure they know the names of the grips and strokes.

Student Choices/Differentiation

- Students choose their tennis rackets.
- Students choose their tennis balls.
- Students choose their partners.
- Students hit the ball with less pace if necessary to be successful.

What to Look For

Students are executing all the critical elements of the skill, from foot placement to torso alignment to follow-through.

Instructional Task: Modified Game Play and Pre-assessment

■ PRACTICE TASK

Students play modified games in a specified area with no nets. Students can play in smaller spaces with exterior boundaries only, focusing on the forehand and backhand strokes.

Extensions

- Use this task as a pre-assessment. Allow students to play while you use a checklist or rubric to evaluate performance.
- Repeat with a net.

Student Choices/Differentiation

- Students choose their tennis rackets.
- Students choose their tennis balls.
- Students choose their groups.
- Allow two bounces.

What to Look For

- Students remember the basic concepts from the previous years' teachings in terms of strategy and game play.
- Students return to the defensive home position after a shot.
- Students get their opponents moving.
- Students try to strategically place shots based on their opponents' positioning.
- Students use effective shots to find success.

Instructional Task: Forehand and Backhand Drop Shot

■ PRACTICE TASK

Demonstrate the forehand and backhand drop shots. After the initial demonstration, students practice the movement on their own for 20 repetitions.

Refinement

Refine skill by displaying pictures or playing a video clip for students to view as you circulate to correct form. If any students execute the movement pattern with 100 percent accuracy (possibly a tennis player), you may ask them to also circulate and help other students.

Extension

Working in pairs, one student attempts to drop-shot the ball over a net and into a bucket. They stand across from each other, tosser adjacent to the bucket. The ball should be tossed 1 out in front of the hitter at around shoulder height. Hitters should be positioned about 20 feet (6 m) away from the bucket. Students will switch every 10 practice attempts. After each student has practiced the forehand, switch to the backhand.

Guiding questions for students:

- Is your swing complete? Did you finish the movement?
- Is your approach appropriate?
- Are you making a U shape to get under the ball?

Student Choices/Differentiation

- Students choose their tennis rackets.
- Students choose their tennis balls.
- Provide different-sized buckets.
- Students may practice with or without a net.

What to Look For

Forehand Drop Shot

- Students are using the continental grip (not necessary but recommended).
- Grip is loose or light.
- Racket face is open on contact.
- Racket comes underneath the ball in a U shape.
- Swing is small or short.
- Non-dominant shoulder is pointed toward the net.

Backhand Drop Shot

- Students are using the two-hand backhand grip to approach the ball.
 - Grip is loose or light.
 - Approach to the ball mimics a regular two-hand backhand shot.
 - Racket face is open on contact.
 - Racket comes underneath the ball in a U shape.
 - Swing is small or short.
 - Dominant shoulder is pointed toward the net.
 - Non-dominant hand comes off the racket on contact.
 - Object being contacted drops into or near the bucket.
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Formal and Informal Assessments

Pre-assessment game play

Closure

- What grip is recommended when executing a forehand shot?
- What grip is recommended when executing a two-hand backhand shot?
- When would be a good time to try to execute a drop shot? (Answer: defensive shot used if your opponent strikes a long shot with a lot of pace)

Reflection

- Were students able to transfer previous learning into today's lesson?
- If not, what do they need to practice?
- Were students able to get the object into or near the bucket while executing drop shots?
- How well did students who acted as coaches work with their peers?

Homework

Watch a video clip of the serve on the school's physical education website to prepare for next class.

Resources

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

Internet search terms: "tennis forehand," "tennis backhand," "tennis grips," "dropshot"