

## LESSON 5: OVERHEAD AND TEAM RULES

### 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)

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

#### Embedded Outcomes

**Working with others:** Uses communication skills and strategies that promote team or group dynamics. (S4.H3.L1)

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

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

**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:

- execute an overhead shot using proper technique three out of five times.
- switch seamlessly back and forth between the overhead shot and the lob shot during a game of no bounce.
- advocate for other students' strengths and abilities by nominating them for a role in the organization.
- work as part of a group to decide what will work best for everyone involved while deciding on roles and responsibilities.
- implement the rules of doubles tennis in a mini tournament.

### Equipment and Materials

- Tennis balls (various densities) and modified balls: 3 to 5 for every 2 students, if available
- Regulation and modified tennis rackets
- Index cards and pencils
- iPad

### Introduction

*During today's lesson, you will be developing the look and feel of your organizations by choosing roles and making an attempt to discover which one of your organization mates will become your teammate for doubles tennis. This is an important day for setting up your organizations, so take your responsibilities as a member of our learning community seriously. In addition, you will review how to execute a proper overhead shot as well as the rules of tennis doubles. Does anyone have any questions? Let's have a great day!*

## Instructional Task: Sandwich Relay Team-Building Activity Name and Color Selection

### ■ PRACTICE TASK

Students go to a court with their organizations and form a single-file line on the baseline of the court. The first person in line runs to the net, balancing the ball on the strings of his racket, touches the net with the ball, and backpedals back to the baseline. The second player in line places her racket on top of the first player's ball and places her own ball on top of her racket. Both players run together to the net, touch the net with the rackets, and backpedal back to the baseline. Each time the teams return to the baseline, they must alternate between performing stretches and strength-building activities associated with the major muscle groups activated while playing tennis. The third person in line does the same and so on.

The first team to complete this task receives the first 6 points in the standings for the season; the second place team receives 5, and so on.

When the sandwich relay is over, the organizations meet for 2 minutes and 22 seconds to come up with a team name and team colors. If no decision is reached, they continue the discussion after class.

### Student Choices/Differentiation

- Students choose their equipment.
- Students may choose other exercises if they think the exercises are either too easy or difficult for them to execute.
- Provide visual aids with exercises on them.

### What to Look For

- Students are using their communications skills in the sandwich activity (e.g., "Slow down a little," "I think we can move faster," "Are you okay?").
- Students are holding their static stretches with no bouncing.
- Students are exhibiting proper form while performing strength-building activities.

## Instructional Task: Overhead Shot

### ■ PRACTICE TASK

After a demonstration, students practice in free space, executing the critical elements of the overhead shot in pairs. Students take turns executing the skill and giving each other feedback.

### Refinement

Each court will have an iPad or other device available for video self-analysis and comparative analysis. Have partners check to see if the racket is back (forearm and biceps form a V) and the free hand is pointing at the ball during the preparation phase.

### Extensions

- Students practice over the net. One student stands on the service line on one side of the court, while the partner stands on the other side of the net to retrieve. The hitter self-tosses tennis balls and uses an overhead to hit the ball to the partner. After five hits, the partner collects the balls and the players switch.
- Repeat but place targets just inside the baseline and on the sides of the court. Hitter tries to hit overheads near targets.
- One student tosses the ball high over her partner's head, allowing him to properly execute the skill.
- One student lobs the ball high over his partner's head, allowing her to properly execute the skill.
- Play modified games, awarding an extra point for a successful overhead during play.

## Student Choices/Differentiation

Students choose their equipment.

## What to Look For

- Students are dropping back (like a quarterback in football) behind the ball, ensuring it does not go over their heads.
- Students set the racket behind their heads, making a V with the forearm and biceps.
- Students locate the ball with the non-dominant hand.
- Students follow through to the opposite side, transferring their weight forward.
- It is important that the partners work well together, especially as you move into the more collaborative portions of this module. Look for respect for all students through good feeds and appropriate peer feedback.

## Instructional Task: Review of Doubles Tennis Rules Through Modified Game Play

### ■ PRACTICE TASK

Review the rules of doubles as well as any special modifications or safety concerns specific for this class. Then students will gather in their organizations and pair up, making three teams of two. Students practice playing competitive doubles tennis for the first time by creating their own mini tournament, designed by them and for them. Since each organization has six players, the two players sitting out of each game in the mini tournament will coach a designated team.

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**EMBEDDED OUTCOME: S4.H3.L2.** Review the responsibilities of the coach, and encourage students to provide feedback on shot selection and strategy.

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## Refinement

Students use video analysis to break down their skill sets and compare them to what a performance would look like at a mastery level. Provide a checklist to guide analysis. (Embedded outcome: S2.H2.L1.)

## Student Choices/Differentiation

- Students choose their equipment.
- If a team is struggling to create a mini tournament format, implement one for the team.
- Display the rules for doubles tennis on the wall next to the teams.

## What to Look For

- Students are playing by the rules set for the class.
- Students were creative in constructing their mini three-team tournaments.
- Any arguments were resolved. Note how.
- Coaching is accurate, consistent, and appropriate.
- Note how well students are using their skills and strategies.
- Students are trying to use the overhead at the right time.

## Instructional Task: No Bounce

### ■ PRACTICE TASK

Students partner up with a member of their organization and use any shot to start a rally over the net from the baseline. They may use any shots they want to keep the rally going. Each student in the pair scores a point when they rally 10 consecutive times without the ball bouncing.

Each time a point is scored, the students playing together share something about themselves (e.g., what they like, what they are good at, what their favorite class is, what their least favorite class is, what they do for fun).

After a set time, students change partners within their organizations, until each player has played with everyone in the organization. During rotations, students write the name of their last partner on an index card, along with how many points they accumulated together. This card will be handed in to the team captain to help make doubles pairings.

### Student Choices/Differentiation

- Encourage students to use regulation tennis equipment, but they may still use modified if they choose.
- Students may also choose other areas to start their volleys from.
- If students are struggling to keep the ball in the air, allow them one bounce per rally. For example, if they rally over the net four times, then the ball hits the ground and is returned over the net, they may continue that volley until the ball hits the ground again.

### What to Look For

- Students are able to control their racket speed and shot speed well enough to allow their partners to return the ball effectively.
- Students are choosing the appropriate strokes—mainly drop shots and overhead shots.
- Students are getting a feel for the speed vs. accuracy trade-off.
- Conversation during the no-bounce game is relevant to the task.

## Instructional Task: Organizational Meeting

### ■ PRACTICE TASK

Students come together for an organizational meeting where they will advocate for another member to take on a specific role. They are not allowed to advocate for themselves. They must use what they know and what they learned about their peers during the previous activity to find the best role for each student. Captains lead the discussions in case of disagreement. Review the other roles (coach, fitness trainer, scout, publicist, general manager; see Lesson 4).

The roles of referee and scorekeeper will be taken on by all students in each match.

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**EMBEDDED OUTCOMES: S4.H4.L2; S4.H3.L1.** Before students begin advocating, review acceptable rules of discussion. Focus on acceptance of others' abilities and ideas to place everyone in a role where they can be effective.

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### Refinement

Students may modify roles or create new ones as they deem appropriate.

### Student Choices/Differentiation

Display the roles and responsibilities of each role on the wall for reference.

## What to Look For

- Captain is allowing all students to speak.
  - Discussion is respectful of everyone in the group.
  - Students are referring to the information they gathered about their peers when discussing the best fit for the different roles.
  - Students are communicating and advocating in a positive way.
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## Formal and Informal Assessments

Video self-analysis

## Closure

- As a group, you should have decided all your roles. If for some reason an organization has an issue with their roles, please see me after class. Everyone is expected to take on the responsibilities associated with their role. Each role has specific goals and assignments to be completed during this season.
- Also, there will be collaboration between roles as our season progresses. Just like in real-world scenarios, each individual member of an organization depends on every other member for the group to find success.
- Before we leave, let's review. How would you differentiate between an overhead shot, which we practiced today, and a smash, both in terms of application and technique?

## Reflection

- Did students understand the rules of doubles tennis as well as the specific modifications for our class?
- How can I space out the role assignments as well as class assignments to make it as fair and productive as possible?

## Homework

- One representative of each organization must hand in a roster complete with players' names, team name, and team colors next class.
- Everyone: Research the scoring system for tennis (points, games, sets, matches).
- Fitness trainers: Research and recall various tennis-specific warm-up routines, and create one for the next class. Come prepared to take your team through the warm-up you created.
- General managers: Create a proposal for how the regular season will be run, and come to class ready to present your ideas. Remember to include points awarded for wins, losses, and ties; role responsibilities and assignments; procedures for students being absent; and rules for tiebreakers for post-season seeding purposes. In addition, the proposals should include parameters for structure (e.g., can trades be implemented? How, when, and why?).
- Captains: Come to the next class with a rough draft of doubles pairings to be experimented with during the scrimmages.

## 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](http://www.TeachPE.com)

Tennis Drills and Lesson Plans: [www.tennisdrills.tv](http://www.tennisdrills.tv)

United States Tennis Association: [www.usta.com](http://www.usta.com)

Sport Fitness Advisor: [www.sport-fitness-advisor.com](http://www.sport-fitness-advisor.com)