

## LESSON 10: RETURNING DEEP LOBS

### 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

**Fitness knowledge:** Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity. (S3.H10.L2)

### Lesson Objectives

The learner will:

- recognize the trajectory of a deep ball and be able to effectively play it.
- monitor the intensity levels of her activity in an attempt to exercise in his or her target zone.

### Equipment and Materials

- Tennis balls and modified balls
- Regulation and modified tennis rackets
- Heart rate monitors

### Introduction

*As you know, at this point in the module, I spend a lot of time reviewing my notes, both mental and physical, trying to determine the one area of tennis that you need to work on most as a class. I have determined that playing high, arcing deep shots (lobs) is what gives many of you the most trouble, so you will be working on that today. In addition, as you can see on the board, today is the day you will wear your heart rate monitors to collect data and compare the information to other activities you have already done, and will do in the future, with the end goal being to analyze all the data and design fitness plans for your summer activities. But first you will warm up with your fitness trainers. Does anyone have any questions? Let's have a great day!*

## Instructional Task: Warm-Up

### ■ PRACTICE TASK

Students meet on a court with their organizations, where their fitness trainers take them through a tennis-specific warm-up.

#### Refinement

Remind the trainers that in order to keep the athletes' interest, they must be engaging and continually change up the warm-up task.

#### Student Choices/Differentiation

Students work at their own pace.

#### What to Look For

By this point, the fitness trainers should be in complete control over the warm-up, and the other students should be in tune with their trainer's voice and direction.

## Instructional Task: Getting Deep

### ■ PRACTICE TASK

Students gather in their organizations. Remind them of their target heart rate calculations, and explain the importance of training in the target zone. Members stand in one line at the right net post, and the first two players step out onto the court, standing inside the service line. One player starts with the ball and hits a deep high-arching shot toward the baseline. Opposing player must “climb back” and get deep, keeping the ball in front of him and returning it with another high-arching shot. Once a player climbs back and hits his shot, he or she will jog off and the next player will jog on.

**EMBEDDED OUTCOME: S3.H10.I2.** Students wear heart rate monitors to gauge the intensity level of their training. Students adjust their intensity levels to try to enter their target zones.

### Refinements

- “When in doubt, ensure the bounce.” Remind students that they will be more successful if they wait for the ball to bounce.
- If students work in a line, then work in pairs, they can make heart rate comparisons.

### Extension

In pairs, students hit deep rainbow shots, approach the net quickly, then drop back on the return shot.

### Student Choices/Differentiation

- Students choose their equipment and whether or not they want to move into the refined activity of pairs work.
- If heart rate monitors are not available, students can take their pulse for 10 seconds as they wait, then multiply it by 6.

### What to Look For

- Students are reading the ball off of the opponent’s racket.
- Students are quickly dropping deep when they see the ball go high in the air.
- Students are protecting the baseline.
- Students are playing it safe by getting as deep as possible if they are not sure where the ball will land, ensuring it lands in front of them.
- Students understand the importance of improving in this skill.

## Instructional Task: Organization Cheer

### ■ PRACTICE TASK

Organizations meet for 3 minutes and 57 seconds as their publicist leads them in creating a cheer that will be done each class immediately before games begin.

### Student Choices/Differentiation

Review video clip of a cheer to help students get started. Sample: [www.youtube.com/watch?v=WNLGDG-QruA](http://www.youtube.com/watch?v=WNLGDG-QruA).

### What to Look For

- All students in the organization are offering suggestions and listening to each other.
- Publicists are able to keep students on task.
- Students are enthusiastic about their cheers.

## Instructional Task: Regular Season Matches 5 and 6

### ■ PRACTICE TASK

Students check the schedule to see who they are playing and what court they are playing on. Depending on the rules created by the students for the season, games may be played rather than entire matches. Students monitor their heart rates and record the data.

### Refinement

Reinforce the importance of the lob for successful doubles play and moving the opponents away from the net.

### Student Choices/Differentiation

Teams may agree to play with a second bounce rule.

### What to Look For

- With the addition of the double bounce rule, rallies should be longer.
- Teams are starting to see where they are in the standings and play at a higher intensity level.
- Students are able to return deep shots. Do they need more practice on this skill?

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## Formal and Informal Assessments

- Teacher observation with feedback
- Participation levels: assessed by tracking heart rate over the course of the lesson (students record the data in their heart rate logs)

## Closure

- How do you approach a high ball headed to the end line?
- How many of you were able to enter into your target heart rate zones? When and why?
- Next class is our game day. We will play a game that differs from our module focus but still relates to the topic.
- For the tennis module, our game day will be a pickleball tournament. I chose pickleball because it's a similar type of game in terms of skills and strategies.
- I will structure this tournament so the general managers have an opportunity to see a one-day tournament in action before they write their proposals for how our tournament will be structured.
- Does anyone have any questions regarding your role assignments or the class assignment using the Fooducate app?

## Reflection

- Did students play the ball better after working on getting deep?
- Did I choose the right skill to work on at this point?
- What do I need to do to prepare for the game day next class?

## Homework

- Everyone: Remember to keep logging your nutritional intake in the Fooducate app.
- Publicists: Brochures are due next class.
- Captains: Start working on morals and ethics in the sport of tennis. Show me a rough draft for feedback before you hand in the final presentation. (Captains should share any unwritten rules or points of etiquette associated with tennis. For example, if a shot is in but it is called out by the chair umpire, does the receiving player have the responsibility to let the umpire know it was in, provided she saw it clearly? Are there expectations for pacing between serves, behavior and attitude, pre-match routines, and so on?)

## 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)

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

## 10 KEYS TO PROPER TENNIS ETIQUETTE

1. DO NOT yell at or trash-talk your opponent at any time during a match.
2. DO shake hands at the end of a match.
3. DO NOT send balls back to an adjacent court while play is in progress. Roll them behind the court when play has stopped.
4. DO warm up with your opponent, but DO NOT play competitively. Give your opponent easy shots to return.
5. DO NOT spit on the court.
6. DO talk quietly while standing next to courts that are in use.
7. DO NOT say anything if a ball hit to your side of the court is good. Only make a call if it is out.
8. DO offer a let if there is a disagreement on a call.
9. DO NOT use disinterested body language. Respect your opponents and their abilities, even during uneven matches.
10. DO respect the game at all times by refraining from cursing, slamming your racket, or any other undesirable outbursts.

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).