

S:1 H: 1 GLO: 9-12 USTA Tennis - Forehand

OKLAHOMA ACADEMIC STANDARDS: Physical Education

Source: http://www.quickstartcentral.org/pages/vaquickstartcentral/pdfs/15605_Curriculum-Abridged.pdf

<u>Objectives/ Student Targets</u>	<u>Equipment & Technology Needed:</u>
<u>Cognitive:</u> The students will explain how tennis can lead to a healthy, active lifestyle.	Large foam tennis balls (can vary this as needed), 25"-27" Tennis Racquets, Targets, Nets/Barriers, Chalk or Tape
<u>Affective:</u> The students will embrace an active lifestyle throughout their lives.	
<u>Psychomotor:</u> The students will develop the skill to successfully demonstrate a forehand hit.	
Academic Vocabulary: Sportsmanship, Personal Space, Tap Downs, Bump Ups, Edgies, Self-Rallies, Invent a Bounce, Backhand, Forehand, Volley	
<u>Introduction / Anticipatory Set:</u> Make sure each student has their own racket. Introduce the proper forehand grip when handling a tennis racket. Grab the handle of the racket like you are shaking hands with it. Firmly yet flexible, wrap all fingers around the handle. Keep wrist locked when swinging the racket. Also mention safety. Like any long instrument, you must be careful when swinging. Watch out around you and do not swing the racket or fidget with it while the teacher is talking. Be careful not to drop the rackets, they could break.	<u>Classroom Layout:</u> Preferably an outdoor space like tennis courts or a blacktop. An open gym would also work. Modifications: <ul style="list-style-type: none">● Lower volleyball or badminton net● Stretch tape, rope, etc between chairs
<u>Instant Activity:</u> -Have each student needs their own ball. Have them bounce the ball on their rackets without letting it hit the ground. The lower the bounces on their racket, the easier it is going to be to control. -Then have them bounce it on the ground with their racket and see how many they can get without missing. -Lastly, have them bounce once on the ground and then hit it in the air. Let it drop to the ground and hit it in the air again. Combining the previous two. Instruct the students to hit a tennis ball against a wall using the forehand grip they learned at the beginning of class. They need to bounce the ball on the ground before hitting it. Hit the ball softly, swing the racket all the way through, keep the wrist locked the whole time. They need to try and hit the ball with the "sweet spot" on their racket, most rackets will have a marking near the center of the face (netting). Try to keep a rally going and see how many hits a student can get in a row against the wall. <ol style="list-style-type: none">a. Setup sideways to the target.b. Make your swing move low to high (start low & follow through high).c. Make contact with the ball when it is in line with the front foot.d. Keep the racquet strings pointed where you want the ball to go (10 minutes)	

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<p><u>Fitness Development:</u></p> <p>Muscular Endurance and Cardiorespiratory Endurance will be developed through extended games. Flexibility will improve through a daily dynamic warm-up and static stretching during the cool down.</p>	
<p><u>Lesson Focus:</u></p> <p><u>Hit and Trap</u> – Partners practice drop-hitting the ball against a wall and trapping it against the racquet face. When they increase their accuracy, they drop-hit and trap the ball with each other.</p> <p><u>Playground Tennis</u></p> <p>This is an excellent carryover game for students to play with a partner outside of the school. It also is an early introduction to tennis and gives students a chance to rally. Use the slowest moving ball available to ensure success. Partners line up about 5 ft away from a dividing line. This “net” can be a chalk line, crack in the cement or sidewalk, or painted line. Play begins with a drop hit and a point is scored when the ball lands in the opponent’s court but cannot be returned. Students delineate their own court size and play can be singles or doubles. The ball may bounce as many times as desired in either court and a point is not scored until the all can not be returned or is rolling on the ground. When a player or team earns 4 points, a new game begins. Change partners regularly so students get to meet other classmates. Variation: Require players to bump the ball to themselves one or more times before bumping it back over the net.</p> <p><u>Assessment:</u></p> <p>Evaluate the effectiveness of each student’s forehand using the following rubric:</p> <ol style="list-style-type: none">1 – Does not understand the grip, stance, or motion of the forehand swing.2 – Demonstrates forehand swing, but needs improvement in all components.3 – Effectively demonstrates the forehand components with minor mistakes.4 – Completely understands the forehand grip, stance, and swing motion and could teach the skill to others. <p><u>Closure:</u></p> <p>Thought Questions:</p> <ol style="list-style-type: none">1. How can tennis help you to establish and active lifestyle?2. How do you think knowing the forehand is going to help you in learning the backhand?	<p><u>Teaching Cues:</u></p> <ul style="list-style-type: none">-Balance and Control-Remain in “Self-Space”-Ready Position-Locked wrist-Low to High-Handshake <p><u>Modifications:</u></p> <ul style="list-style-type: none">-Soft Ball or Bean Bag-Unlimited Bounces-Large Racquet-Use cones with jump ropes if there are no tennis courts available.

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