

TENNIS UNIT

6TH – 12TH GRADE



Johnny Mack & Jeff Winslow

Tennis Unit



Johnny Mack & Jeff Winslow

Table of Contents

Syllabus

NASPE Standards

EALR's

Tennis Unit Block Plan

Sample Roster

Sample Grade Sheet

Forehand

Lesson 1 -- Grip & Stroke, Instant Activity & Skill Chart

Lesson 2 – Forehand, Instant Activity, Diagram & Skill Chart

Lesson 3 – Forehand
Lesson 4 – Forehand
Lesson 5 – Forehand
Lesson 6 – Forehand
Lesson 7 – Forehand, 5 Task Cards & Assessment

Backhand

Lesson 8 – Backhand & Skill Chart
Lesson 9 – Backhand
Lesson 10 – Backhand
Lesson 11 – Backhand
Lesson 12 – Backhand
Lesson 13 – Backhand, 5 Task Cards & Assessment

Serve

Lesson 14 – Serve & Skill Chart
Lesson 15 - Serve & Skill Chart
Lesson 16 – Serve & Skill Chart
Lesson 17 – Serve & Skill Chart
Lesson 18 – Serve & Skill Chart
Lesson 19 – Serve & Quiz

Volley

Lesson 20 – Volley & Skill Chart
Lesson 21 – Volley
Lesson 22 – Volley & Skill Chart
Lesson 23 – Volley
Lesson 24 – Volley
Lesson 25 – Volley & Quiz

Smash

Lesson 26 – Smash & Skill Chart
Lesson 27 – Smash & Skill Chart
Lesson 28 – Smash & Skill Chart
Lesson 29 – Smash
Lesson 30 – Smash & Quiz

Resource List

Beginning Tennis

Instructor's information

Name:

Contact Info: Email:

Phone:

Time: Class starts at 9:00 AM Tuesday & Thursday

Location:

Purpose of this course

This tennis unit provides the basic skills of tennis. Competition is not the main focus of the course, rather skill acquisition. From this class you will gain the skills necessary to pursue tennis as a lifelong sport.

Course Objectives

- Students will be able to explain the rules, guidelines, and cognitive skills necessary for active and enjoyable participation.
- Students will be able to apply knowledge gained to pursue tennis in a safe and appropriate manner.
- Students will be able to demonstrate the skills presented at the beginning level.
- Students will be able to explain appropriate body mechanics related to tennis.
- Students will be able to demonstrate etiquette/ sportsmanship appropriate for tennis.

Course Format, Evaluation, and Grading Criteria

Your grade will be based on the extent to which you meet the following requirements:

- Participation/ Attendance/ Dressing down 60 points
- Quizzes 30 points
- Skills Test 30 points

Grading Scale:

120-116	A
115-111	A-
110- 106	B+
105-101	B
100-96	B-
95-91	C+
90-86	C
85-81	C-
80-76	D+
75-70	D
Below 69	F

Assessment:

Throughout this unit, assessments will be used to determine student progress. Although assessment can be used for grading purposes, we strongly believe that an assessment should be used for enhancing student learning. Assessments allow opportunities for both the student and the teacher to learn. If students are struggling with a task, my job as a teacher to modify the task. By doing so, the students will achieve greater success.

Grading Policy:

Attendance: Students will be expected to attend every class and be ready to participate to the best of their ability.

Participation: Participation is crucial and will be mandatory in order to understand the material being presented.

Dressing Down: It is required that students dress down in appropriate clothing. Acceptable clothing will consist of T-shirts, shorts or warm ups pants and appropriate footwear such as tennis shoes. (No boots high heels or shoes that might damage the courts)

Written Quizzes: Students will be tested throughout the unit on their knowledge of body mechanics and tennis cues.

Skills Test: Students will be tested on the skills that they have practiced throughout the quarter.

Medical Related Circumstances:

All students are expected to participate in our classes unless they have a written notice from a doctor. If a student has a medical condition that we should be aware of, please notify us at the beginning of the year so that arrangements can be made to best meet the needs of the student.

Make-ups:

All absences must be made up. If you miss more than four classes you will fail this class. If you don't make the absence up the points will be deducted from their grade. Excused absences will be determined by the teacher. An example would be if you had a family emergency or if you play a sport and must miss class.

Class Rules:

1. No food or gum.
2. Safety is to be regarded at all times.
3. Be quiet when teacher is talking.

National Standards for Physical Education

Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

A physically educated person:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. **EALR 1.1**

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. **EALR 1.3**

Standard 3: Participates regularly in physical activity. **EALR 1.2**

Standard 4: Achieves and maintains a health-enhancing level of physical fitness. **EALR 2.3 & 4.2**

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. **EALR 3.3 & 3.4**

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Essential Academic
Learning Requirements

Health and Fitness

Introduction to Health and Fitness

Health and Fitness for Today and Tomorrow

An understanding of good health and fitness concepts and practices is essential for students. Businesses have already begun to realize the extent to which poor health can undermine an employee's effectiveness and ability to succeed. The same is true of students. Teaching our student's good health and safety principles can lead to a life of healthy practices, resulting in more productive, active, and successful lives. The Essential Academic Learning Requirements in health and fitness establish the concepts and skills necessary for safe and healthy living, and in turn, for successful learning.

Essential Academic Learning Requirements—Health and Fitness

- 1. The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.**

To meet this standard, the student will:

- 1.1. Develop fundamental and complex movement skills as developmentally appropriate.
- 1.2. Safely participate in a variety of developmentally appropriate physical activities.
- 1.3. Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals.
- 1.4. Understand the relationship of nutrition and food nutrients to physical performance and body composition.

- 2. The student acquires the knowledge and skills necessary to maintain a healthy life: recognize patterns of growth and development, reduce health risks, and live safely.**

To meet this standard, the student will:

- 2.1. Recognize patterns of growth and development.
- 2.2. Understand the concept of control and prevention of disease.
- 2.3. Acquire skills to live safely and reduce health risks.

- 3. The student analyzes and evaluates the impact of real-life influences on health.**

To meet this standard, the student will:

- 3.1. Understand how environmental factors affect one's health (air, water, noise, chemicals).
- 3.2. Gather and analyze health information.
- 3.3. Use social skills to promote health and safety in a variety of situations.
- 3.4. Understand how emotions influence decision-making.

- 4. The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.**

To meet this standard, the student will:

- 4.1. Analyze health and safety information.
- 4.2. Develop a health and fitness plan and a monitoring system.

1. The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

To meet this standard, the student will:

BENCHMARK 1—GRADE 5	BENCHMARK 2—GRADE 8	BENCHMARK 3—HIGH SCHOOL
1.1. Develop fundamental and complex movement skills, as developmentally appropriate.		
Demonstrate physical skills (loco-motor, non-loco-motor, and manipulative) that contribute to movement proficiency.	Perform fundamental movement combinations (run/catch; catch/throw; dribble pass).	Apply movement principles and skills to complex activities that enhance a physically active life.
1.2. Safely participates in a variety of developmentally appropriate physical activities.		
Follows rules and safety procedures while participating in a variety of physical activities.	Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.	Incorporates safety procedures into activities and individual fitness plans for leisure and employment.
1.3. Understand the concepts of health-related physical fitness and develop and monitor progress on personal fitness goals.		
Develop a fitness vocabulary and awareness of fitness concepts while participating regularly in a variety of physical activities for fitness and play.	Measure physical fitness, set fitness and activity goals, and explore a variety of activities to maintain healthy levels of cardio respiratory fitness, muscular strength-endurance-flexibility-and body composition.	Develop and monitor progress on individualized fitness goals based on fitness profiles and national guidelines in relation to work, activities, and leisure.
1.4. Understand the relationship of nutrition and food nutrients to physical performance and body composition.		
Identify the nutrients provided by a variety of foods and describe how bodily function and physical performance are affected by food consumption.	Design nutrition goals based on national dietary guidelines and individual activity needs.	Develop and monitor progress on personal nutrition goals based on national dietary guidelines and individual needs.
Recognize the physical benefits of movement, fitness, and nutrition.	Analyze the effects of movement, fitness, and nutrition practices.	Compare and contrast the application of movement, fitness, and nutrition concepts to safe work practices and leisure activities.

2. The student acquires the knowledge and skills necessary to maintain a healthy life: recognize patterns of growth and development, reduce health risks, and live safely.

To meet this standard, the student will:

BENCHMARK 1—GRADE 5	BENCHMARK 2—GRADE 8	BENCHMARK 3—HIGH SCHOOL
2.1. Recognize patterns of growth and development.		
Describe the structure and function of human body systems.	Describe the physical, emotional, intellectual, and social changes that occur during puberty.	Identify and plan for coping with situations related to the physical, social, and emotional transition from adolescence to adulthood as related to the reproductive health.
Identify hereditary factors that affect growth and development.	Identify hereditary factors that affect growth, development, and health.	Develop strategies to manage hereditary factors that affect growth development and health.
Describe the influence on nutrition on health and development.	Describe how nutrition, exercise, and rest influence physical growth and lifelong health.	Describe how nutrition, rest, exercise, disease, and substance abuse influence health throughout the life span.
2.2. Understand the concept of control and prevention of disease.		
Identify and demonstrate skills that help in the prevention of non-communicable diseases.	Describe health care practices that result in early detection, treatment, and monitoring non-communicable diseases.	Evaluate the effect and validity of personal health practices, public policies, research and medical advances on the prevention and control of non-communicable diseases.
Identify and demonstrate skills that prevent and reduce the risk of contracting and transmitting communicable diseases.	Describe personal and health care practices that result in prevention, detecting, and treatment of communicable diseases.	Evaluate the effect and validity of personal health practices, public policies, research, and medical advances on the prevention and control of communicable diseases.
2.3. Acquire skills to live safely and reduce health risks.		
Explain one’s right to personal and physical safety.	Explain the adverse physical, emotional, and economic consequences of being sexually active.	Describe the responsibilities associated with abstinence, sexual activity, and the avoidance of pregnancy and sexually transmitted diseases (STDs).
Identify abusive and risky situations and demonstrate safe behaviors to prevent injury to self and others at home, school, and in the community.	Anticipate abuse and risky situations and demonstrate safe behavior to minimize risk and prevent injury to self and others at home, school, and in the community.	Develop strategies for self and others to promote non-abusive and safe environments and to demonstrate safe and respectful behaviors at home, school, and in the community
Identify sources to ask for help in an emergency or crisis.	Recognize emergency situations and respond appropriately and safely.	Maintain emergency first-aid skills to assist self and others, when necessary.
Identify the differences between harmful and helpful stress: recognize signals of too much stress and when to ask an adult for help.	Demonstrate skills that help self and others in emergency or crisis.	Develop strategies to manage stress and know how to modify these strategies throughout life.
Identify physical, emotional, and legal consequences of using nicotine, alcohol, and other drugs, and apply skills to resist any harmful use of substances.	Identify ways to use stress positively and develop short-term strategies to reduce harmful stress.	Analyze the implications of decisions regarding the use of nicotine, alcohol, and other drugs, based on laws, and the steps leading to dependence or addiction.
	Anticipate situations that involve pressure to abuse legal or use illegal drugs and plan how to reduce drug risks.	

3. The student analyzes and evaluates the impact of real-life influences on health.

To meet this standard, the student will:

BENCHMARK 1—GRADE 5	BENCHMARK 2—GRADE 8	BENCHMARK 3—HIGH SCHOOL
3.1. Understand how environmental factors that affect one’s health (air, water, noise, chemicals),		
Identify environmental factors that affect health.	Describe the influence of environmental factors that positively and negatively affect health.	Assess how the environment impacts choosing healthy places to live, work, and recreate.
3.2. Gather and analyze health information.		
Determine reliable sources of health information.	Distinguish between safe and unsafe use of health-care products.	Evaluate the accuracy and usefulness of health information for selection of products and services.
Identify messages about safe and unsafe behaviors <i>such as those found in tobacco or alcohol advertising.</i>	Identify ways people encourage health and unhealthy decisions, plan how to resist unhealthy messages, and create healthy messages.	Analyze the effect of media and technology on personal and community health policy and health promotion.
Demonstrate the ability to practice health-enhancing behaviors and reduce risks.	Analyze health-care needs and identify sources of health care.	Solve a health and fitness problem or issue: *List alternative courses of action. *Choose the course that most fully addresses the needs and requirements of the situation. *Back up the choice with evidence. *Evaluate the outcome.
3.3. Use social skills to promote health and safety in a variety of situations.		
Express emotions constructively and forms safe and respectful relationships.	Express opinions and resolve conflicts constructively while maintaining safe and respectful relationships.	Negotiate conflict situations constructively while maintaining safe and respectful relationships.
Recognize social skills to keep out of trouble and resist pressure from others.	Identify effective social skills to avoid risky situations.	Anticipate emotional situations and develop strategies to act in ways that are safe to self and others.
3.4. Understand how emotions influence decision-making.		
Recognize a variety of emotions and how they affect self and others. Develop strategies about how to act in emotional situations.	Describe how emotions may influence decision making and strategies about how to act in emotional situations.	Anticipate emotional situations and develop strategies to act in ways that are safe to self and others.

4. The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.

To meet this standard, the student will:

BENCHMARK 1—GRADE 5	BENCHMARK 2—GRADE 8	BENCHMARK 3—HIGH SCHOOL
4.1. Analyze health and safety information.		
Identify how fitness and healthy living are required for careers and occupations.	Identify workplace health and safety issues associated with occupational/career fields of interest.	Investigate the health and fitness requirements for occupational/career areas of interest.
4.2. Develop a health and fitness plan and a monitoring system.		
Set daily goals for improving health and fitness practices.	Develop a support system and record-keeping system to achieve health and fitness goals.	Develop, implement, and monitor a personal health and fitness plan, based on life goals for leisure and employment.

Tennis Unit Block Plan

Day 1 <u>Lesson 1</u> Grip & Stroke	Day 2 <u>Lesson 2</u> Forehand	Day 3 <u>Lesson 3</u> Forehand	Day 4 <u>Lesson 4</u> Forehand	Day 5 <u>Lesson 5</u> Forehand
Day 6 <u>Lesson 6</u> Forehand	Day 7 <u>Lesson 7</u> Forehand & Assessment	Day 8 <u>Lesson 8</u> Backhand	Day 9 <u>Lesson 9</u> Backhand	Day 10 <u>Lesson 10</u> Backhand
Day 11 <u>Lesson 11</u> Backhand	Day 12 <u>Lesson 12</u> Backhand	Day 13 <u>Lesson 13</u> Backhand & Assessment	Day 14 <u>Lesson 14</u> Serve	Day 15 <u>Lesson 15</u> Serve
Day 16 <u>Lesson 16</u> Serve	Day 17 <u>Lesson 17</u> Serve	Day 18 <u>Lesson 18</u> Serve	Day 19 <u>Lesson 19</u> Serve & Quiz	Day 20 <u>Lesson 20</u> Volley
Day 21 <u>Lesson 21</u> Volley	Day 22 <u>Lesson 22</u> Volley	Day 23 <u>Lesson 23</u> Volley	Day 24 <u>Lesson 24</u> Volley	Day 25 <u>Lesson 25</u> Volley & Quiz
Day 26 <u>Lesson 26</u> Smash	Day 27 <u>Lesson 27</u> Smash	Day 28 <u>Lesson 28</u> Smash	Day 29 <u>Lesson 29</u> Smash	Day 30 <u>Lesson 30</u> Smash & Quiz

**PE 341C Pedagogical Foundations of PE III
Sample Grade Sheet**

		0%	67%	69%	71%			73%			75%		77%		79%	81%	84%	87%	90%			
		F	D-	D	D+			C-			C		C+		B-	B	B+	A-	A			
WA EALR				1.2	1.3	1.3	1.3	3.3		1.1	1.1	1.1										
NASPE STANDARD				2	2	2	2	2		1	1											
				QUIZZES					WEBQUEST	SKILLS TESTS			ATTENDANCE									
LAST NAME	FIRST NAME	ID#		1	2	3				Forehand	Backhand	Serve									Bonus	TO
				15	5	25		25		15	15	15	40									PO
				15	5	25		25		15	15	15	40									155
Bond	Danelle	1.1E+07		14	5	24		13		8	8	8	38									118
Cook	Annette D.	1E+07		13	5	23		18		7	7	7	38									118
Egger	Erika D.	1E+07		13.5	5	24		18		9	9	9	33									120
Endersbe	Sarah L.	1E+07		14.5	5	24		21		5	5	5	32									111
Fitchitt	Joshua W.	2.1E+07		15	5	23		23		8	8	8	34									124
Gunderson	Traci L.	1E+07		11	5	25		24		9	9	9	28									120
Hamilton	Heather A.	1E+07		14	5	22		11		7	7	7	26									99
Helgeson	Tony	1.1E+07		14	5	23		24		8	8	8	35									125
Hendricks	D. Chad	1E+07		15	5	23		12		7	7	7	37									113
Hughes	Jennifer M.	2.1E+07		11.5	5	25		25		6	6	6	38									122
Jansen	Michael D.	1E+07		15	5	23		17		8	8	8	40									124
Kush	Jennifer A	1E+07		11.5	5	21		17		10	10	10	32									116
Lintz	Charles	1E+07		14	5	24		15		8	8	8	34									116
Lucas	Brett C.	1E+07		14	5	22		24		6	6	6	31									114
Maxwell	Wayne R.	1E+07		14	5	24		18		10	10	10	26									117
Mirkovich	Peter	1E+07		12.5	5	21		19		8	8	8	32									113
Morgan	Scott R.	1E+07		13	5	15		10		9	9	9	36									106
Murphy	Christopher C.	2.1E+07		14.5	5	23		17		9	9	9	36									122
Neil	James M.	1E+07		15.5	5	17		19		8	8	8	38									118
Ricarte	Marcus E	1.1E+07		12	5	24		18		7	7	7	34									114
Rising	Robert W.	1E+07		14.5	5	23		19		9	9	9	32									120
Russell	Nolan	3E+07		15.5	5	23		12		6	6	6	32									105
Steele	Trent	1E+07		14	5	22		15		9	9	9	32									115
Thacker	Brian A.	1.1E+07		12	5	21		13		6	6	6	30									99
Thompson	Kellee R.	1E+07		13	5	23		17		5	5	5	39									112
Weeks	Stan	1.1E+07		12.5	5	22		22		8	8	8	40									125
				301.5	#REF!			461			172		883		0	0	0	0	0			302
				13.6	#REF!	5		18.15			7.85		33.9		#DIV/0!	#DIV/0!	#####	#####	#####			106

Tennis Unit
Safety, Syllabus, Grip & Stroke
Lesson 1

Objective

A. Student:

1. By the end of class students will be able to properly explain what is expected out of them during class. (NASPE 5) (EALR 1.2)
2. By the end of class students will be able to demonstrate proper safety on the tennis courts. (NASPE 5) (EALR 1.2)
3. By the end of class students will demonstrate proper grip and stroke of a tennis racquet. (NASPE 2) (EALR 1.1)

B. Teacher

Equipment (for a class of 30 students)

- a. 30 syllabi
- b. 30 tennis racquets
- c. 1 solid sponge type nerf ball (about 22" round) for each team (4 - 8 members per team)
- d. 15 – 20 Jerseys/penny's
- e. Cones (See materials needed on back of lesson plan for exactly how many will be needed)

<p>Instant Activity: Ultimate Sponge ball using underhand toss. All rules and objectives to ultimate sponge ball are provided on the back of the lesson plan. It is imperative to use the underhand toss because the same fundamental motions that are used in the underhand throw are duplicated within the forehand stroke. (allow for extra time in this activity for today instead of 3 minutes extend this activity to 10 minutes)</p>			
<p>Set Induction: Who here has ever played tennis? For those of you who have, we will be going into the basics of the different tennis strokes. For those of you that haven't played tennis before this will be an exciting opportunity for you to try something new.</p>			
MAF	Extensions (Tasks)	Refinements (Cues)	Applications (Challenges)
<p>Informing Task: Pick up a syllabus and begin reading on your own.</p>			
<ul style="list-style-type: none"> Sit students down in a half circle and then pass out one syllabus to each student in class and go over it. 	<ul style="list-style-type: none"> Go over the syllabus and safety information in detail. Ask them if they have any questions. 		
<p>Informing Task: When I say Go pick up a tennis racquet and follow along with teacher on correct grip and stroke. GO</p>			
<ul style="list-style-type: none"> Have the students spread out in self space facing you and pick up a racquet. Make sure they have enough room so that they are not hitting each other. 	<ul style="list-style-type: none"> Show proper stance, grip, and stroke. 	<ul style="list-style-type: none"> Racquet should have forward tilt in hand. Swing from hip to shoulder. Shoulder pointed at target. 	Do this continuously for 3 to 5 minutes.
<p>Assessment/ Closure:</p> <ol style="list-style-type: none"> Have students take the syllabus home and go over it with their guardian. Then have the syllabus signed and brought back the following class day. Teacher Closure. 			

**Tennis Unit
Forehand
Lesson Plan #2**

Objectives

A. Student

1. The students will rotate their hips and swing the racket from low to high across their body by the end of class. (NASPE 1, 2, 3) (EALR 1.1, 1.2)
2. The students will demonstrate proper footwork in hitting the forehand drive. (NASPE 3) (EALR 1.1, 1.2)

B. Teacher

Equipment: (for a class of 30 students)

1. 90 tennis balls
2. 30 tennis racquets
3. 6 tennis courts
4. 1 solid sponge type nerf ball (about 22" round) for each team (4 - 8 members per team)
5. 15 – 20 Jerseys/penny's
6. Cones (See materials needed on back of lesson plan for exactly how many will be needed)

Instant Activity: Ultimate Sponge ball using underhand toss. All rules and objectives to ultimate sponge ball are provided on the back of the lesson plan. It is imperative to use the underhand toss because the same fundamental motions that are used in the underhand throw are duplicated within the forehand stroke.

Set Induction: Today we are going to continue working on our forehand drive. The one part that makes this shot possible is good hip rotation. Hip rotation is essential in all sports, especially tennis. Today we are going to be practicing rotating our hips and using our correct grip and stroke.

MAF/Instructional techniques	Extensions	Refinements	Applications
There should be two baskets of balls on opposite sides of the courts.			
Informing Task: Just like we did yesterday, we are going to practice the forehand stroke, when I say go, I would like you to find a spot along the service line of the tennis court. Go. (see diagram)			
<ul style="list-style-type: none"> Students should be spread out across all serving lines. Make sure there is ample space between students. Walk around at this time and check for understanding and provide feedback. 	<p>Do you remember how we stand to begin the forehand stroke?</p> <ul style="list-style-type: none"> Demonstrate proper stance and grip. Have students model you. Have students practice by themselves. 	<p>The ready position</p> <ul style="list-style-type: none"> Athletic stance knees slightly bent. Shake hands grip. Non dominant hand should cradle the neck of the racquet. 	
<ul style="list-style-type: none"> Partners should be 8 feet apart from each other. Make sure there is ample space between partners and groups. 	<p>Now partner up and rally back and forth using a good ready position and grip.</p>		<p>Using the ready position make 17 good strokes each.</p>

<ul style="list-style-type: none"> • Walk around and make sure everyone is in the closed position and provide feedback 	<ul style="list-style-type: none"> • Next I want everyone to rally back and forth using a closed position. 	<p>The Closed position</p> <ul style="list-style-type: none"> • Knees bent. • Non dominant Shoulder pointing to target. • Non-dominant foot in front of dominant. 	<p>Using the closed position make 17 good strokes each.</p>
<ul style="list-style-type: none"> • Bring students back to service line so that they can focus on you. 	<ul style="list-style-type: none"> • Good Job now lets combine the two moves from ready position to closed. • Demonstrate proper footwork going from the ready position to the closed position. 	<ul style="list-style-type: none"> • From ready position to closed. • Pivot on dominant foot. • Bring racket back. • Bring non dominant foot around so that non dominant shoulder points to target. 	
<ul style="list-style-type: none"> • Partners should be 11 feet apart from each other. • Make sure there is ample space between partners and groups. 	<ul style="list-style-type: none"> • Now partner up and have one partner toss the ball over the net and have the other partner strike it going from ready position to closed and back to ready • Switch partner's role after 7 or 8 minutes. 	<ul style="list-style-type: none"> • Ready position before ball is tossed. • Closed while ball is in the air and student makes contact. • Back to ready position as ball is returned. 	
<ul style="list-style-type: none"> • Have a section of courts ready for the students that want to rally back and forth as well as the students that want to continue to work on their footwork. 	<ul style="list-style-type: none"> • Now if you all are ready I would like you to take your partner and rally back and forth over the net going from the open to closed position. 		

	<ul style="list-style-type: none">• For those that still need to work on their foot work keep having your partner toss the ball over the net and keep working on your open to closed position.		
--	--	--	--

Closure/Assessment

(students should be in formation as seen on diagram) I would like everyone to set their rackets off to the side and before we go and I would like to see everyone demonstrate proper footwork going from open to closed and back to open. (Walk around and observe)

This lesson idea is from PE Central (pecentral.org), the premier Web site for Physical Education Teachers. *Sponsored by S&S Worldwide (ssww.com)*

Name/Title: Ultimate Sponge Ball

Purpose of Event: To teach students how fitness can be fun and beneficial while involved in a team game. Additionally this is a great game to teach students how to move into open spaces to receive passes from teammates.

Prerequisites: Students must be able to throw and catch a soft sponge ball, have a basic understanding of person to person defense, and have practice with proper field spacing.

Suggested Grade Level: 7-12

Materials Needed: 1 solid sponge type nerf ball (about 22" round) for each team (4 - 8 members per team); Jerseys to differentiate between two teams; A field or fields (basketball courts can be used for indoors) approximately 50 yds long and 30 - 40 yds wide (cones can be used to divide a football field into 3 separate fields); Whistle to stop and start games; Stop Watch to take EHR's (Exercise Heart Rates)

Description of Idea

Divide your class up into equal teams of 4 - 8 players (6 per team typically work well for me). Each field has 2 sidelines and 2 goal lines. Each team starts at their own goal line with one of the teams in control of the sponge ball. On the whistle, each team moves onto the field. The team in control of the ball must move the ball down field by passing it to each other; however, the student that catches or has control of the ball cannot run. They may only pivot.

All other offensive players should be trying to shake their defensive player and get open for a pass. They can move anywhere on the field as long as they stay in-bounds. The objective of the game is to move the ball all the way down the field and make a successful pass to a teammate who is behind their opponent's goal line. When this occurs a point is scored, the ball is dropped, and the opposite team picks up the ball and prepares to do the same. The game never

stops and is played continuously, unless the teacher stops the game to rotate teams or take Heart Rates.

RULES:

1. Defensive team must play person-to-person defense.
2. Defensive team must stay at least 2 arm lengths away from player with the ball.
3. Defensive team may NOT grab ball from offensive player when they are in control of the ball.
4. Offensive team loses possession of the ball through an incomplete pass or a pass that is knocked down by a defensive player.
5. The ground and the sidelines are dead and constitute an automatic turnover to the other team where the infraction occurred.
6. Any steps which occur after an offensive player catches a pass should also constitute a turnover (However, you may have to be flexible here). Offensive players **CANNOT** run with the ball.

Assessment Ideas:

During the activity have students take EHR (Exercise Heart Rates) 2 - 3 times during class to see if students reached or where above their Target Heart Rates. Questions used at the end of class to assess students understanding of fitness objectives should center on Aerobic and Anaerobic concepts.

1. What made for a successful game?
2. Was it better to use long passes, short passes, a combination of both?
3. What happened if some students did not get open for a pass?
4. How important was spacing your teammates when your where in control of the ball.

Submitted by **Kirk Mango** who teaches at Downers Grove South School in Downers Grove, IL. Thanks for contributing to PE Central! **Posted on PEC: 10/1/2001**. Printed 5158 times since 8/24/2001.

**Tennis Unit
Forehand
Lesson Plan #3**

Objectives

A. Student

1. The students will perform the correct foot work involved in hitting the tennis forehand(NASPE 1,2) (EALR 1.1)
2. The students will be able to move to the ball, and set up with their side to the target. (NASPE 1,2) (EALR 1.1)
3. The students will demonstrate proper forehand stroke. (NASPE 1,2)(EALR 1.1)

B. Teacher

Equipment: (for a class of 30 students)

1. 30 tennis rackets
2. 90 tennis balls
3. 6 tennis courts

Instant Activity: When I say go I would like you to get with a partner that you didn't have yesterday. If you do not have a partner come stand by me. Go. Stand at the center mark facing your partner on the same side of the court. Your partner holds two tennis balls and alternately rolls them to your right and left sides. Move to the right to catch one ball, roll it back, and then move to the left to catch the second ball. As you move, do not cross your feet. Learn to move with a shuffle step when you travel short distances. Keep your hips low to the ground by bending at the knees.

- You can take two steps back
- Now try passing the tennis balls more frequently if you feel comfortable
- Make your partner move further to get the ball

Set Induction: Has anyone ever watched a tennis match either in person or on TV? Well have you seen some of the tennis players running and shuffling from side to side? Well that's we are going to be doing for the next hour is learning the proper footwork to enable us to get from side to side.

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • There should be two baskets of balls on opposite sides of the courts. 			

Informing Task: Lets review where we left off yesterday. When I say Go I want you and your partner to rally back and forth focusing on the open to closed positions.

<ul style="list-style-type: none"> • The students should partner up and stand on opposite sides of the net.(but relatively close to one another 9ft) 	<ul style="list-style-type: none"> • I would like you to start out by warming up; drop the ball to yourself and hit it over the net, and then have your partner return ball back over the net. 	<ul style="list-style-type: none"> • Make sure that you remember the form you had from the last two days. • Rotate the hips. • Open to Closed Back to open position. • Opposite foot steps forward towards the net. • Stroke low to high. 	Strike the ball with correct footwork and stroke 11 times each.
---	---	--	---

		<ul style="list-style-type: none"> • Follow through low to 	See how close your ball can come to the net and still go over.
--	--	---	--

		high across your body.	
	<ul style="list-style-type: none"> • With your same partner I would like you to toss the ball over the net to your partner, at their forehand. After 10 hits trade jobs, have the other partner become the tosser. (Demonstration) 	<ul style="list-style-type: none"> • Contact zone is out in front of the body. • Make sure proper tilt is applied to the racket. (11 o'clock) 	Make 11 good strokes making contact in the contact zone.
		<ul style="list-style-type: none"> • Remember low to high • Make sure the tosses are at the forehand. If they are not do not hit them, just stop them and try again. We are practicing the forehand. 	
	<ul style="list-style-type: none"> • Now toss the ball to your partner so they have to move a little to hit the ball, but not too much that it is difficult to get to. • Allow partner to go back to reset after making stroke. • Switch partners every 2 minutes. • Demonstrate the proper way to get to the ball, and set up. 	<ul style="list-style-type: none"> • Ready position, shuffle, closed, and back to ready position. 	
<ul style="list-style-type: none"> • Partner hitting the 	<ul style="list-style-type: none"> • Now with your same partner, you will 	<ul style="list-style-type: none"> • Then one partner will hit the ball to the partner's 	Count how many that you get over the net and in bounds out of 10.

<p>ball will stand inside the service box and the other partner will stand on the back line of the service box on the other side of the net.</p>	<p>begin hitting the ball to your partner's forehand.</p>	<p>forehand, and the other partner will return the ball back over the net. Then repeat.</p> <ul style="list-style-type: none"> • Each partner will each hit 10 shots and returns. 	
	<ul style="list-style-type: none"> • Now you may take 3 steps back if you feel comfortable and continue. 	<ul style="list-style-type: none"> • Move to get into position • Shuffle. • Open, closed, open. • Stepping forward with your non dominant foot to the net. 	
<p>Informing Task: Let's put our skills to a game now. When I say go there will be 6 people per side 12 per court. We are going to play a game called around the world. Many of you have possibly played this with ping pong. What happens is there is 1 line of students behind both service lines. One person will drop the ball and hit it over the net to the other side and then the student will run to the other side and get in the back of the other line. Are there any questions? Ok How many people should there be at each court? (12) And what do you do after you hit the ball? (Run to the other side and get at the end of the line). Good Go</p>			
	<ul style="list-style-type: none"> • Start out on the back of the service boxes. 	<ul style="list-style-type: none"> • You are hitting to the forehand. Make sure that your shots are soft and in control and to the forehand. 	
	<ul style="list-style-type: none"> • You may step back two steps. 		<p>Count how many your court can do in a row.</p>
	<ul style="list-style-type: none"> • If your group feels comfortable, you may go to the back of the court. 		
<p>Closure/Assessment: Last I would like you to toss 4 balls to your partner and count how many out of 4 you were successful in hitting over. Go. Bring it in, hold up how many you hit over out of 4. (Observe the numbers held up to see how successful they were).</p>			

**Tennis Unit
Forehand
Lesson Plan #4**

Objectives

A. Student

1. By the end of the class, the students will have improved ability to hit forehand shot(NASPE 1,2) (EALR 1.1)
2. Students will demonstrate ability to keep the ball inside the court consistently(NASPE 1,2) (EALR 1.1)

B. Teacher

Equipment: (for a class of 30 students)

1. 30 racquets
2. 90 balls
3. 6 tennis courts

Instant Activity: When I say go, I want you to line up shoulder to shoulder along the baselines. Now I want from here down (cut the line in half) to come down here and face these people. The person across from you is your partner for the day. Now, when I say go, I want the taller of the two of you to go get three balls from the rack. I want the shorter of you to find a space where the both of you can stand without running into someone else. Finally, when you get to your space, each partner should begin bumping the ball up in the air. See how many times in a row you can bump the ball. Ready, go.

- Bump the ball in the air
- Bump the ball on the ground into the air
- Bump the ball off the rim of your racket into the air.

Set Induction Last class period we began to learn the technique for hitting the forehand. Today we will continue learning this technique, as well as expand upon it.

MAF/Instructional techniques	Extensions	Refinements	Applications
Two baskets of tennis balls located on opposite sides of the courts			
Informing Task: “We are going to continue practicing the forehand today. The first activity we will do is a partner toss drill. Ready, go”			
<ul style="list-style-type: none"> • Students should partner up and be on opposite sides of the net. • One partner will have at least 3 balls. • Walk around and give feedback. 	<ul style="list-style-type: none"> • Each person will be on one side of the net, and the person with the tennis balls will toss them towards their partner. • Have the student tossing throw the ball out away from the hitter (Still towards forehand side). • Make sure to only throw them to the forehand side, as we have not worked on the backhand yet the tosser should not worry about catching the balls; however, the hitter should try to 	<ul style="list-style-type: none"> • Contact the ball within the contact zone. • Non-dominant shoulder pointed towards target. • Starting out in the ready position. 	Pick out a spot on the court (the intersection of two lines, for example) and see if how many times the student can hit it.

	<p>keep the ball inside the playing surface.</p> <ul style="list-style-type: none"> • Do NOT use the tosser as a target! • Each time you hit three, rotate roles. Raise your hand if you have any questions. 		
	<ul style="list-style-type: none"> • After hitting the ball, sprint to the baseline, touch with foot, and then return to ready position. 	<ul style="list-style-type: none"> • Remember that your power is generated from your hips, not your arms. • Side to target. • Ready position to closed. 	Try to keep your hit inside the service court in front of you.

		<ul style="list-style-type: none"> • Set your feet as you hit the ball. • Quick, light feet 	Count how many times in a row you hit the ball and it stays inside the court.
<ul style="list-style-type: none"> • Find a place on the fence where you have plenty of room between you and another group. • Three tennis balls per group. 	<ul style="list-style-type: none"> • We are going to do another partner tossing drill. • The thrower should kneel down alongside the fence; the hitter should stand in ready position 5-7 feet from the fence. The tosser will toss the ball waist high at an angle towards the hitter, concentrating on tossing the ball waist high out in front of the hitter's feet. 	<ul style="list-style-type: none"> • Turn your opposing shoulder towards the target. • 11 o'clock grip. • Follow through from low to high . 	Pick a spot on the fence, and see if you can keep the ball above that spot 5 times consecutively.

<ul style="list-style-type: none"> • Good time for feedback. 	<ul style="list-style-type: none"> • Have the hitter move back another five feet. 	<ul style="list-style-type: none"> • Follow through. 	<p>See how many times you can hit the ball in the same area on the fence consecutively.</p>
<ul style="list-style-type: none"> • Split the court in half long ways and make two courts out of one. • One tennis ball per group. • One person from each group on each side of the net. 	<ul style="list-style-type: none"> • At this point, we are ready to play a small rally game. We are only using the forehand, and as such, if the students can't get in position to hit the ball with the forehand stroke, they should let it go, or catch it. • You can only score with the forehand stroke 	<ul style="list-style-type: none"> • Set your feet as you hit the ball. • Quick, light feet. • Turn your opposing shoulder towards the target. • 11 o'clock grip. • Follow through from low to high. • Keep eye on ball. 	<p>Play for 3 to 4 minutes.</p>
	<ul style="list-style-type: none"> • Move your partner around a bit; don't always hit it right to where they can easily return it. • Winners rotate one service court to their right. 		
<p>Closure/Assessment: Raise your fingers 1-5 showing me how successful you felt today. 1 being not good and 5 being you feel very comfortable with the forehand stroke.</p>			

**Tennis Unit
Forehand
Lesson Plan #5**

Objectives

A. Student

1. Students will be able to review the forehand grip, stroke, and feet work. (NASPE 1,2) (EALR 1.1)
2. Students will be able to practice controlling the ball and placing the ball, down the middle, or cross court, using their feet, or contact with the racquet. (NASPE 1, 2) (EALR 1.1)

B. Teacher

Equipment: (for a class of 30 students)

1. 30 tennis racquets
2. 10 hula-hoops
3. 90 tennis balls
4. 6 tennis courts

Instant Activity: To practice ball control, I would like everyone to grab a ball and their racquet and begin bouncing the ball off their racquet

- Try hitting the ball really high and really low
- Try hitting the ball off one side and rotating the racket and hitting it on the other side.
- Try to hit the ball on your racquet and go through the legs
- If you want to try a real challenge, try hitting the ball off the rim of the racquet as many times as you can.

Set Induction: How many of you have watched tennis match before? Have you ever seen a player running from one side to the other after the ball? That is the name of the game, to hit the ball where the other player cannot reach it. When the player is on the left side you want to hit it to the right. If the player is up close to the net then you want to hit it over the top of them. Today we are going to work on the placement of the ball.

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • I would like everyone to find someone with the same color shoes and stand next to each other with your hands in the air. If you can't find a partner stand by the instructor. • Basket of tennis balls on both ends of the court. 			

Informing Task: With your partner, get a ball and a court and begin rallying the ball forehand to each other.

<ul style="list-style-type: none"> • Have all the students on one side of the court move one service court to their right after 3 to 4 minutes. • Walk around and give feedback. 		<ul style="list-style-type: none"> • Remember to swing from low to high. • If the ball goes to your back hand, or if it is too hard to hit successfully, just stop the ball and start over. 	See how many times you can rally with your partner, with out the ball going out of bounds.
--	--	---	--

		<ul style="list-style-type: none"> Remember to step to the net and follow through with wrist at eye level. 	Count how many times you hit a successful forehand to your partner until I say stop.
		<ul style="list-style-type: none"> Some of you have complained that the ball has been going really high and out of control, well make sure that your racket head is at 11 o'clock and the racquet is not slanted upward when you make contact with the ball. 	See how close the students can hit the ball to the net and still have the ball go over the net.

<ul style="list-style-type: none"> One partner to get a hula-hoop and place it in the middle of the court. 	<ul style="list-style-type: none"> One partner throws the ball to the other partner's forehand and then they will return the ball and try to get the ball into the hula-hoop. 	<ul style="list-style-type: none"> Make sure your body is side to the target. After 10 hits, then switch partners. 	See how many shots out of ten the students can hit into the hoola hoop
		<ul style="list-style-type: none"> Make contact with the ball when the ball is at the front foot. 	Try to get the ball within one foot of the hula-hoop
	<ul style="list-style-type: none"> Now have the partner hit the ball instead of throwing it. 	<ul style="list-style-type: none"> Keep the racquet straight up, not slanted. 	See how many times you can get the ball in the hula hoop until I say stop

Informing Task: I would like you to move the hula-hoop to the left service court. Now toss the ball to your partner's forehand, and have them aim at the target cross-court. Hit 10 and then switch roles.

<ul style="list-style-type: none"> I would like everyone on the far side to move one court to the right. 		<ul style="list-style-type: none"> Now make contact with the ball out in front of your forward foot. 	Try to get the ball within one foot of the hula-hoop.
	<ul style="list-style-type: none"> Now have the partner hit the ball instead of throwing it. 	<ul style="list-style-type: none"> Keep the racquet straight up, not slanted. 	See how many times you can get the ball in the hula hoop until I say stop.
		<ul style="list-style-type: none"> If you have time to 	

		adjust, you can turn your body and hit the ball straight on.	
Informing Task: I would like you to move the hula-hoop to the left service court. Now toss the ball to your partner's forehand, and have them aim at the target cross-court. Hit 10 and then switch roles.			
<ul style="list-style-type: none"> I would like everyone on the far side to move one court to the right. 		<ul style="list-style-type: none"> Now make contact with the ball behind the side of your body. 	Try to get the ball within one foot of the hula-hoop
	<ul style="list-style-type: none"> Now have the partner hit the ball instead of throwing it. 	<ul style="list-style-type: none"> Keep the racquet straight up, not slanted. Remember to follow through low to high. 	See how many times you can get the ball in the hula hoop until I say stop
		<ul style="list-style-type: none"> If you have time to adjust, you can turn your body and hit the ball straight on. 	
Closure/Assessment If you want to hit a ball into the right service court, can someone tell me what kind of adjustments that you would have to make? (You can turn your body if you have time, or you can make contact with the ball a little behind your body). What if I wanted to hit the ball to the left service court? (You can turn your body, or you can make contact with the ball a little in front of your body).			

**Tennis Unit
Forehand
Lesson Plan #6**

Objectives

A Student

1. By the end of the class, the students will be able to execute and place the forehand in long and short position. (NASPE 2)(EALR 1.1)
2. Students will demonstrate greater ability in the forehand skill. (NASPE 2)(EALR 1.1)

B Teacher

Equipment: (for a class of 30 students)

1. 30 tennis rackets
2. 90 tennis balls
3. 6 tennis courts

Instant Activity: Bump-ups: practice bumping the ball in the air with the racquet head.

- Find a partner and begin bumping the ball back and forth on your rackets to warm up.

Set Induction: “Continuing on with the forehand, today we are going to practice the short and long forehand, such as Lindsay Davenport and Serena Williams might use.”

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • tennis balls (at least 3 per student). 			

Informing Task: “To start today when I say GO we are going to continue working on hitting the forehand and controlling the distance the ball travels.

<ul style="list-style-type: none"> • One student to a side on the net. • Racquet for each student. 	<ul style="list-style-type: none"> • Have the student throwing throw the ball out away from the hitter (Still towards forehand side). 	<ul style="list-style-type: none"> • 11 o'clock when hitting the forehand. 	<p>Pick out a spot in the service court in front of you and try to hit that spot consecutively.</p>
	<ul style="list-style-type: none"> • After hitting the ball, sprint to the baseline, touch with foot, and then return to ready position. 	<ul style="list-style-type: none"> • Remember that your power is generated from your hips, not your arms. 	<p>Count how many times in a row you hit the ball and it stays inside the service court in front of you.</p>

	<ul style="list-style-type: none"> • Have the thrower throw the ball in “bad” spots, where the hitter has to adjust their feet to make solid contact. 	<ul style="list-style-type: none"> • Set your feet. • Quick feet. • Light feet. 	
	<ul style="list-style-type: none"> • Hit the ball into your partner’s service court. 		
<ul style="list-style-type: none"> • Students spread out along fence. • Three tennis balls per group. 	<ul style="list-style-type: none"> • Now we are going to practice hitting the forehand for a long distance. • Hit the forehand past the service line, but still in the backcourt 	<ul style="list-style-type: none"> • Opposing shoulder towards the target. • Power generation comes from your hips. 	Count how many times consecutively you keep the ball in the backcourt.
	<ul style="list-style-type: none"> • Have the thrower throw the ball to the forehand side away from the hitter. 	<ul style="list-style-type: none"> • Follow through. 	See if you can hit the intersection of the service line and the single’s sideline (nearest to you—as the crow flies) 3 times.
		<ul style="list-style-type: none"> • 11:00 grip. 	Pick a spot in the backcourt and attempt to hit it 7 consecutive times.
<ul style="list-style-type: none"> • Winners move one court to the right. 	<ul style="list-style-type: none"> • Now we are going to play a forehand game against our partners. Hit From the baseline, to start the game the student will drop the ball to them self and hit it 	<ul style="list-style-type: none"> • Move your feet to get into position. 	

	<p>over to their partner. They must keep it in play for 6 shots before trying to win a point. Try to hit it to their forehand only. After it has been in play for 6 shots, the student must continue rallying the ball until one player hits it out of bounds or it doesn't clear the net. The player then wins a point. So for the first 6 shots hit it to your partner, and then after that try to hit a scoring shot. (Demonstration).</p>		
--	---	--	--

Closure/Assessment

Check for understanding. Ask: What are the values of hitting the forehand short or long? (catch the opponent off guard)

Proper grip for forehand? (11:00)

**Tennis Unit
Forehand Assessment
Lesson Plan #7**

Objectives

A. Student

1. By the end of the class all of the students will have successfully completed their forehand assessment(NASPE 1,2) (EALR 1.1)

B. Teacher

Equipment: (for a class of 30 students)

1. 30 tennis racquets
2. 90 tennis balls
3. 6 tennis courts

Instant Activity: Warm up rallying back and forth with a partner of your choice using the forehand stroke

Set Induction: Today is our last day of forehand and we will be assessing the skills we learned in the forehand portion of this unit

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> Tennis balls (at least 3 per student). 			

Informing Task: When I say go I want you to get into the groups I have selected for you for the skills assessment. (groups need to be pre determined by teacher)(So in this case it would be 5 groups of 6)

	<ul style="list-style-type: none"> See Task Card 1. 		
	<ul style="list-style-type: none"> See Task Card 2. 		
	<ul style="list-style-type: none"> See Task Card 3. 		
	<ul style="list-style-type: none"> See Task Card 4. 		
	<ul style="list-style-type: none"> See Task Card 5. 		

Closure/Assessment Well the past few lessons on the forehand drive have gone really well it is now time to move onto the backhand so come prepared next time we meet to learn the backhand.

**Tennis Unit
Backhand
Lesson Plan #8**

Objectives

A. Student

1. The students will be able to grip the backhand grip correctly all of the time. (NASPE 1,2) (EALR 1.1)
2. The students will be able to perform the proper backhand stroke, moving the racket from low to high. (NASPE 1,2) (EALR 1.1)

B. Teacher

Equipment: (for a class of 30 students)

1. 30 tennis racquets
2. 90 tennis balls
3. 6 tennis courts

Instant Activity: To increase court awareness and how the ball bounces. We are going to need a partner for the next activity. By the count of 6 you should be standing next to a partner. 1-2-3-4-5-6. Ok when I say go one partner will be on one side of the net and the other partner will be on the opposite side of the net. One partner will hit the ball over the net with the forehand and the player will catch the ball with his or her hands. Start at the center of your baseline without a racket and move to catch the balls with both hands after one bounce. (Demonstration). Move to where you ball will come down after the bounce, not to where the ball first hits the court. What is this activity going to help us with? (Know where to move to hit the ball). Are there any questions before I dismiss you? Ok Go.

Set Induction: The backhand is a more difficult shot than the forehand; we are going to start on the backhand today. Why would you need to know how to hit the backhand? (So you can be a well rounded player and hit the ball when it comes to your other side).

MAF/Instructional techniques	Extensions	Refinements	Applications
Two baskets of balls on opposite sides of the courts			

Informing Task: Everyone needs to put their rackets off to the side then return for more instructions. Go. Now let's put the stroke in, after you bring the hand back you are going to swing it forward from low to high, stepping with your right foot toward the net. So everyone try that all together a few times. Go.

<ul style="list-style-type: none"> Teacher is standing in front of students with the students facing the teacher. 	<ul style="list-style-type: none"> The backhand is similar to the forehand. Everyone stand in ready position, and then step with your dominant foot so your dominant side is facing the net. Then bring your arm and hand back to your waist. (Demonstrate). Let students perform this for 3 to 4 minutes. 	<ul style="list-style-type: none"> Side to the net. Hand back to waist. Level Swing from low to high. Step toward the net on the swing. 	Make 13 good strokes.
	<ul style="list-style-type: none"> Now freeze on the finish. 	<ul style="list-style-type: none"> You should be frozen with your racket high in the air. Also the wrist should be firm . 	

	<ul style="list-style-type: none"> • Get your rackets. The grip in the backhand is different than the forehand. The backhand grip is at 1:00. So everyone grab their racket at 1:00. Let me see (walk around and check that everyone has the correct grip). • Now begin in ready position then step so your dominant side is to the net and continue with your backhand stroke. 	<ul style="list-style-type: none"> • Go from low to high. • Stepping forward to the net with your dominant foot. • Freeze at the finish with your rackets high in the air. 	<p>Make 11 good strokes demonstrating proper backhand form.</p>
<ul style="list-style-type: none"> • Have students find a space facing the wall with a ball. • Make sure the students have enough space between each other. • Walk around and provide feedback. 	<ul style="list-style-type: none"> • When I say go I would like everyone to spread out and practice the backhand stroke with a ball. Go. • Have students strike the ball with their backhand stroke against the wall. 	<ul style="list-style-type: none"> • Start with side to the target and then bounce the ball in front, at about where the students are going to step. Then they will step to the target or net. • The tennis ball should bounce about waist high. • Drop ball out in front of dominant foot in closed position. • Step to the net. • Bringing your arm and hand back. • Follow through from low 	<p>Make 11 good strokes.</p>

		<ul style="list-style-type: none"> to high. • Side to net. 	
<ul style="list-style-type: none"> • Have students find a space where they can be 8 to 10 feet apart from their partner 	<ul style="list-style-type: none"> • For the last minutes of class grab a partner with the same birth month as you and pass the tennis ball back and forth using the backhand stroke. 	<ul style="list-style-type: none"> • Focus on 1 o'clock grip. • High follow through. 	
<p>Closure/Assessment Setting your ball and racket down and show me your best backhand strokes. (Walk around and observe, dismiss them once you see them performing it correctly).</p>			

**Tennis Unit
Backhand
Lesson Plan #9**

Objectives

A. Student

1. Students will be able to demonstrate the backhand, starting low and going high, keeping their wrist straight. (NASPE 2)(EALR 1.1)
2. Students will be able to successfully hit the backhand from the service box over the net, 70% of the time. (NASPE 2)(EALR 1.1)

B. Teacher

Equipment: (for a class of 30 students)

1. 30 tennis racquets
2. 90 tennis balls
3. 6 tennis courts

Instant Activity: To get us warmed up, we are going to do a drill that will test our reaction time. I would like everyone to find a partner. One partner will hold his or her hands out with a ball in each one. The other partner will stand 7-9 feet away. The one partner will drop one of the balls, from either hand, and the other partner will have to sprint to get the ball after the first bounce. When I say stop you will switch partners.

Set Induction: I am reading a book right now that is all about stepping outside of your comfort zone, and doing things that are really hard for you. Well in this book the author talks about why people don't want to try, it is because they are scared of failing. Well let me ask you a question, how many of you have played basketball? When you were little did you start out dribbling well with your non-dominant hand? (no) In most sports there is a weak spot. If you want to be successful in the sport, you need to strengthen the weakness or everyone would go against the weakness. Well today we are going to be working on backhand, which is most beginners' weakness. I hope that you can remember that the only way to be good at something is to try, and keep trying it, even if you may fail a little.

MAF/Instructional techniques	Extensions	Refinements	Applications
* Have 2 baskets of balls on both ends of the courts.			
Informing Task: When I say go put your rackets off to the side and get a ball from the basket and I would like everyone to get a ball, and begin throwing the ball at the fence with the backhand stroke very similar to yesterday, just do not bounce the ball, you keep the ball in your hand the whole time and you throw the ball at the fence using the backhand stroke. (Demonstration).			
<ul style="list-style-type: none"> Find a spot in self space either facing a wall or a fence. Make sure students have enough space for safety. 		<ul style="list-style-type: none"> Turn your body . Remember to swing from low to high and freeze at your highest point. Step to the net or target. Side to the target. 	
	<ul style="list-style-type: none"> Now when I say go get your racket and begin dropping the ball to your backhand and using the correct form hit the ball against the wall with your backhand stroke. (Demonstration). 	<ul style="list-style-type: none"> Turn your body. Remember to swing from low to high and freeze at your highest point. Step to the net or target. Side to the target. 	See how many times in a row you can rally with yourself against the wall.
<ul style="list-style-type: none"> Find a space on the 	<ul style="list-style-type: none"> I would like everyone 	<ul style="list-style-type: none"> Turn your body. 	See how many times in a row you can rally with your partner over the net.

<p>tennis court next to the net with your partner on the other side of the net.</p> <ul style="list-style-type: none"> • Good time to walk around and provide feedback. 	<p>to find someone with the same color shoes and stand next to them. If you can't find a partner, stand by the instructor. With your new partner, Begin by bouncing the ball to yourself and hitting it over. Then the other partner will catch the ball and drop the ball to his or herself and hit it back over.</p>	<ul style="list-style-type: none"> • Remember to swing from low to high and freeze at your highest point. • Step to the net or target. • Side to the target. 	
	<ul style="list-style-type: none"> • Just like we did for the forehand I would like one partner to be the thrower, and the other to return the ball over the net with their backhand stroke. • Make sure that the thrower throws to the partner's backhand. After seven hits then rotate thrower and catcher 	<ul style="list-style-type: none"> • Ready position to closed • Dominant shoulder pointing to target • Racquet grip at 1 o'clock 	<p>Count how many out of seven you get over the net.</p>
<ul style="list-style-type: none"> • (after 10 minutes) I would like everyone on the far side to move one court to the right. 		<ul style="list-style-type: none"> • Go through the whole motion, from low to high across your body 	<p>Try to hit the ball to your partner so they don't need to move more than one step to retrieve the ball</p>

			See if you can get the ball over the net 11 times in a row
	<ul style="list-style-type: none"> • Now have the thrower throw the ball a few steps away make the hitter move to the ball. 	<ul style="list-style-type: none"> • Set your feet. • Quick feet. • Light feet. • Opposing shoulder towards the target. • Power generation comes from your hips. 	Count how many out of 10 that you can hit over the net. Be ready to report at the end of class
<p>Closure/Assessment Let us imagine that someone didn't know how to play tennis, raise your hand if you can tell me how you would explain to him/her how to grip the racquet for a backhand? (Grip it at 1:00) How to swing the racquet? (From low to high) And how to step when hitting the backhand? (Step forward with your dominant foot).</p>			

Tennis Unit
Two Handed Backhand
Lesson Plan #10

Objectives

A. Student

1. Students will be able to demonstrate the two handed backhand, starting low and going high, keeping their wrist straight. (NASPE 1, 2) (EALR 1.1)
2. Students will be able to find success in hitting the backhand from the service box over the net, 70% of the time. (NASPE 1,2) (EALR 1.1)

B. Teacher Objectives:

Equipment: (for a class of 30 students)

1. 30 tennis racquets
2. 90 tennis balls
3. 6 tennis courts

Instant Activity: To get us warmed up, we are going to do a drill that will test our reaction time. I would like everyone to find a partner. One partner will hold his or her hands out with a ball in each one. The other partner will stand 7-9 feet away. The one partner will drop one of the balls, from either hand, and the other partner will have to sprint to get the ball after the first bounce. When I say stop you will switch partners.

Set Induction: Today class we are going to be working on one of the most powerful shots in tennis. The two handed backhand

MAF/Instructional techniques	Extensions	Refinements	Applications
Have 2 baskets of balls on both ends of the courts.			
Informing Task: When I say go grab a racket and stand in self space on the back service line.			
<ul style="list-style-type: none"> Find a spot in self space on the back service line. Make sure students have enough space for safety. Walk around and look at grip and stroke and give feedback. 	<ul style="list-style-type: none"> Do you all remember how we stand when hitting the backhand? Well today we are going to work on the two handed backhand stroke. Teacher demonstrates. Let students perform action. 	<ul style="list-style-type: none"> Non dominant hand should be on top of dominant in grip. Turn your body. Remember to swing from low to high. Step to the net or target. Side to the target. The racket should follow through all the way to your back (scratch your back). 	Perform 13 good strokes.
<ul style="list-style-type: none"> Partner throwing should be 4 feet to the side of the partner hitting into the fence or wall. 	<ul style="list-style-type: none"> Now when I say go get your racket and a partner and have one partner begin dropping the ball to your partners backhand then hit the ball against the wall with your two handed backhand stroke. (Demonstration). 	<ul style="list-style-type: none"> Non dominant hand should be on top of dominant in grip. Turn your body. Remember to swing from low to high. step to the net or target Side to the target. (Scratch your back). 	
<ul style="list-style-type: none"> Find a space on the 	<ul style="list-style-type: none"> With your same 		See how many times in a row you can rally

<p>tennis court next to the net with your partner on the other side of the net.</p> <ul style="list-style-type: none"> • Good time to walk around and provide feedback. 	<p>partner rally back and forth over the net using the two handed backhand.</p>		<p>with your partner over the net.</p>
	<ul style="list-style-type: none"> • Just like we did for the forehand and the backhand I would like one partner to be the thrower, and the other to return the ball over the net with their two handed backhand stroke. • After ten hits then rotate thrower and catcher. 	<ul style="list-style-type: none"> • Ready position to closed. • Dominant shoulder pointing to target. • Non dominant hand on top of dominant in grip. • Scratch your back. 	<p>Count how many out of ten you get over the net.</p>
<ul style="list-style-type: none"> • (after 12 minutes) I would like everyone on the far side to move one court to the right. 			<p>Try to hit the ball to your partner so they don't need to move more than one step to retrieve the ball.</p>
			<p>See if you can get the ball over the net 11 times in a row.</p>
	<ul style="list-style-type: none"> • Now have the thrower throw the ball a few steps away make the hitter move to the 	<ul style="list-style-type: none"> • Set your feet. • Quick feet. • Light feet. • Opposing shoulder 	<p>Count how many out of 10 that you can hit over the net. Be ready to report at the end of class.</p>

	ball.	towards the target. <ul style="list-style-type: none"> • Power generation comes from your hips. • Ready position to closed. • Dominant shoulder pointing to target. • Non dominant hand on top of dominant in grip. • Scratch your back. 	
<p>Closure/Assessment Let us imagine that someone didn't know how to play tennis, raise your hand if you can tell me how you would explain to him/her how to grip the racquet for a two handed backhand? (Grip no dominant hand on top of dominant hand) How to swing the racquet? (From low to high following through all the way to your back) And how to step when hitting the backhand? (Step forward with your dominant foot).</p>			

Tennis Unit
Two Handed Backhand
Lesson Plan #11

Objectives

A. Student

1. Students will be able to demonstrate the two handed backhand, starting low and going high, keeping their wrist straight. (NASPE 1, 2) (EALR 1.1)
2. Students will be able to find success in hitting the backhand from the service box over the net, 70% of the time. (NASPE 1,2) (EALR 1.1)

B. Teacher Objectives:

Equipment: (for a class of 30 students)

1. 30 tennis racquets
2. 90 tennis balls
3. 6 tennis courts

Instant Activity: Today for our instant activity I want everyone to partner up and rally back and forth using either a forehand drive or a backhand shot.

Set Induction: Today class we are going keep working on one of the most powerful shots in tennis. The two handed backhand with a well placed shot his shot will give you a superior advantage on the courts

MAF/Instructional techniques	Extensions	Refinements	Applications
------------------------------	------------	-------------	--------------

Have 2 baskets of balls on both ends of the courts.			
---	--	--	--

Informing Task: When I say go grab a racket and stand in self space on the back service line.

<ul style="list-style-type: none"> Find a spot in self space on the back service line. Make sure students have enough space for safety. Walk around and look at grip and stroke and give feedback. 	<ul style="list-style-type: none"> Do you all remember how we stand when hitting the backhand? Well today we are going to work on the two handed backhand stroke. Teacher demonstrates. Let students perform action. 	<ul style="list-style-type: none"> Non dominant hand should be on top of dominant in grip. Turn your body. Remember to swing from low to high. Step to the net or target. Side to the target. The racket should follow through all the way to your back (scratch your back). 	Perform 13 good strokes.
---	--	--	--------------------------

<ul style="list-style-type: none"> Partner throwing should be 4 feet to the side of the partner hitting into the fence or wall. 	<ul style="list-style-type: none"> Now when I say go get your racket and a partner and have one partner begin dropping the ball to your partners backhand then hit the ball against the wall with your two handed backhand stroke. (Demonstration). 	<ul style="list-style-type: none"> Non dominant hand should be on top of dominant in grip. Turn your body. Remember to swing from low to high. step to the net or target Side to the target. (Scratch your back). 	
--	--	---	--

<ul style="list-style-type: none"> Find a space on the 	<ul style="list-style-type: none"> With your same 		See how many times in a row you can rally
---	--	--	---

<p>tennis court next to the net with your partner on the other side of the net.</p> <ul style="list-style-type: none"> • Good time to walk around and provide feedback. 	<p>partner rally back and forth over the net using the two handed backhand.</p>		<p>with your partner over the net.</p>
	<ul style="list-style-type: none"> • Just like we did for the forehand and the backhand I would like one partner to be the thrower, and the other to return the ball over the net with their two handed backhand stroke. • After ten hits then rotate thrower and catcher. 	<ul style="list-style-type: none"> • Ready position to closed. • Dominant shoulder pointing to target. • Non dominant hand on top of dominant in grip. • Scratch your back. 	<p>Count how many out of ten you get over the net.</p>
<ul style="list-style-type: none"> • (after 3 minutes) I would like everyone on the far side to move one court to the right. 			<p>Try to hit the ball to your partner so they don't need to move more than one step to retrieve the ball</p>
	<ul style="list-style-type: none"> • Now have the thrower throw the ball a few steps away make the hitter move to the ball. 	<ul style="list-style-type: none"> • Set your feet. • Quick feet. • Light feet. • Opposing shoulder towards the target. • Power generation comes from your hips. • Ready position to closed. 	<ul style="list-style-type: none"> • See if you can get the ball over the net 11 times in a row. • Count how many out of 10 that you can hit over the net. Be ready to report at the end of class.

		<ul style="list-style-type: none"> • Dominant shoulder pointing to target. • Non dominant hand on top of dominant in grip. • Scratch your back. 	
<ul style="list-style-type: none"> • Have students partnered up on courts and after 3 or 4 minutes let the winners rotate one service court up while the losers rotate one down. 	<ul style="list-style-type: none"> • Now let's play a rally game. The purpose is to try and score on every shot student can only use two handed backhand to score. They can use their forehand or single backhand to keep a rally going but they can only score using two handed backhand. 		
<p>Closure/Assessment Let us imagine that someone didn't know how to play tennis, raise your hand if you can tell me how you would explain to him/her how to grip the racquet for a two handed backhand? (Grip no dominant hand on top of dominant hand) How to swing the racquet for a two handed backhand? (From low to high following through all the way to your back) And how to step when hitting the two handed backhand? (Step forward with your dominant foot).</p>			

Tennis Unit
Two Handed Backhand
Lesson Plan #12

Objectives

A. Student

1. Students will be able to demonstrate the two handed backhand, starting low and going high, keeping their wrist straight. (NASPE 1, 2) (EALR 1.1)
2. Students will be able to find success in hitting the backhand from the service box over the net, 70% of the time. (NASPE 1,2) (EALR 1.1)

B. Teacher Objectives:

Equipment: (for a class of 30 students)

1. 30 tennis racquets
2. 90 tennis balls
3. 6 tennis courts

Instant Activity: Today for our instant activity I want everyone to partner up and rally back and forth using either a forehand drive, backhand shot, or a two handed backhand shot

Set Induction: Well class we are almost halfway through our tennis unit and are all looking very well. Today we are going to put some of it together. So lets all get excited and have a great day today!

MAF/Instructional techniques	Extensions	Refinements	Applications
Have 2 baskets of balls on both ends of the courts.			

Informing Task: When I say go you will have one of two options. You can partner up and play a rally game using your backhand, two handed backhand, or forehand drive to score or you can practice your backhand skills in preparation for the backhand skills test next class. Its your choice

<ul style="list-style-type: none"> Designate which courts will be used for rally games and skills practice based on the number of students that want to participate in either option. During the rally game the winners after 7 minutes will move up one court while the loser will move down. A tie will be played sudden death. 	<ul style="list-style-type: none"> Students practicing for their skills test need to practice both of their backhand shots. Two handed Single. For distance and accuracy. The students playing the three shot rally game will play each game for 7 minutes. 	<ul style="list-style-type: none"> For Backhand and two handed backhand. Non dominant hand should be on top of dominant in grip. Turn your body. Remember to swing from low to high. Step to the net or target. Side to the target. The racket should follow through all the way to your back (scratch your back). 	
---	--	---	--

Closure/Assessment In the next class we will be taking our backhand skills test which will be covering; hitting for accuracy with both backhand strokes, as well as hitting on the run.

Tennis Unit
Backhand Assessment
Lesson Plan #13

Objectives

A. Student

1. By the end of the class all of the students will have successfully completed their assessment. (NASPE 1,2) (EALR 1.1)

B. Teacher

Equipment: (for a class of 30 students)

1. 30 tennis racquets
2. 90 tennis balls
3. 6 tennis courts

Instant Activity: Warm up rallying back and forth with a partner of your choice using both backhand and forehand strokes.

Set Induction: Today is our last day of backhand and we will be assessing the skills we learned in the backhand portion of this unit.

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> tennis balls (at least 3 per student) 			

Informing Task: When I say go I want you to get into the groups I have selected for you for the skills assessment. (groups need to be pre determined by teacher)(So in this case it would be 5 groups of 6)

<ul style="list-style-type: none"> Get into the pre-determined groups and go to assigned task card than rotate every 8 minutes. 	<ul style="list-style-type: none"> See Task Card 1. 		
	<ul style="list-style-type: none"> See Task Card 2. 		
	<ul style="list-style-type: none"> See Task Card 3. 		
	<ul style="list-style-type: none"> See Task Card 4. 		
	<ul style="list-style-type: none"> See Task Card 5. 		

Closure/Assessment Well the past few lessons on backhand have gone really well it is now time to move onto the serve so come prepared next time we meet to learn the serve.

Tennis Unit
Serve
Lesson Plan #14

Objectives

A. Student

1. Students will be able to align their feet properly for the tennis serve. (NASPE 1, 3 & EALR 1.1,1.2)

B. Teacher

Equipment: (for a class of 30 students)

1. 30 tennis racquets
2. 90 tennis balls
3. An available wall or fence that students can serve ball against

Instant Activity: Today's instant activity I want you to partner up and rally back and forth on either side of the tennis court.			
Set Induction: How many of you have ever seen a tennis match? How many of you have ever seen a tennis serve? Well today I am going to get you started on how to serve. However through this section we will be breaking down the serve into different tasks. Today we are going to start with the positioning of your feet.			
MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> Have students set their racquets off to the side and get along a line facing the teacher. 			
Informing Task: When I say go I'd like you to set your racquets off to the side and spread along a line in self space facing me. Go.			
<ul style="list-style-type: none"> Students in self space along line facing teacher. They will follow along with teacher and then practice themselves. 	<ul style="list-style-type: none"> It is very important to have your feet set properly when you are serving. It is the basis for the rest of the serve. I would like you to have your opposite leg of your racquet arm on the line coming off at a 45 degree angle. Your other foot should be staggered shoulder width apart at the same angle. Teacher demonstrates and students follow. 	<ul style="list-style-type: none"> Make sure that your feet are staggered at a 45 degree angle. 	
<ul style="list-style-type: none"> Students still without racquets. 	<ul style="list-style-type: none"> Now I would like you to add an over the top swing with your racquet hand. 	<ul style="list-style-type: none"> Feet should be staggered. 	<ul style="list-style-type: none"> Do this 30 times.
	<ul style="list-style-type: none"> Now this time add a fake ball toss with your non racquet hand before the swing while still 	<ul style="list-style-type: none"> Feet at 45 degree angle. 	<ul style="list-style-type: none"> Do this 30 times.

	staying in position.		
<ul style="list-style-type: none"> • Students with racquets spread apart in self space 15 away from a wall. • Each student has one tennis ball. 	<ul style="list-style-type: none"> • When I say go I would like you to get your tennis racquet and a ball. We are now going to serve into a wall. I am not concerned with your toss or your swing, just the positioning of your feet. Go. 	<ul style="list-style-type: none"> • Feet shoulder width apart. 	<ul style="list-style-type: none"> • Serve for 15 minutes.
<ul style="list-style-type: none"> • Students now spread along the service lines of different tennis courts in self space. Half of class on one side of courts, and other half on other side. • Each student should have three tennis balls. 	<ul style="list-style-type: none"> • When I say go I would like half of you to get three tennis balls each and go on one side of the tennis courts lined up on the serving line, and the other half to be on this side. Go. Now I would like you to practice your serves. Only concentrate on your stance. 	<ul style="list-style-type: none"> • Feet at 45 degree angle. • Feet should be staggered shoulder width apart. 	<ul style="list-style-type: none"> • Do this until the end of class.

Closure/Assessment

Why is your feet positioning so important to the serve? It is the foundation of your serve.

Tennis Unit
Serve
Lesson Plan #15

Objectives

A. Student

1. Students will be able to demonstrate the proper stance and knee bend for the tennis serve. (NASPE 1, 3 & EALR 1.1,1.2)

B. Teacher

Equipment: (for a class of 30 students)

1. 30 tennis racquets
2. 90 tennis balls
3. An available wall or fence that students can serve ball against

Instant Activity: Today's instant activity I want you to partner up and rally back and forth on either side of the tennis court.

Set Induction: Today we are going to learn the importance of keeping your knees bent in an athletic position and proper stance. Remember your stance is the foundation of the serve.

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> Have students set their racquets off to the side and get along a line facing the teacher. 			
Informing Task: When I say go I'd like you to set your racquets off to the side and spread along a line in self space facing me. Go.			
<ul style="list-style-type: none"> Students in self space along line facing teacher. They will follow along with teacher and then practice themselves. 	<ul style="list-style-type: none"> I would like you to have your opposite leg of your racquet arm on the line coming off at a 45 degree angle. Your other foot should be staggered shoulder width apart at the same angle, and your knees should be slightly bent. Teacher demonstrates and students follow. 	<ul style="list-style-type: none"> Make sure your knees are slightly bent. Make sure that your feet are staggered at a 45 degree angle. 	
<ul style="list-style-type: none"> Students still without racquets. 	<ul style="list-style-type: none"> Now I would like you to add an over the top swing with your racquet hand. 	<ul style="list-style-type: none"> Feet should be staggered. Feet at 45 degree angle. 	<ul style="list-style-type: none"> Do this 30 times.
	<ul style="list-style-type: none"> Now this time add a fake ball toss with your non racquet hand before the swing while still staying in position. 	<ul style="list-style-type: none"> Knees are slightly bent. 	<ul style="list-style-type: none"> Do this 30 times.
<ul style="list-style-type: none"> Students with racquets spread 	<ul style="list-style-type: none"> When I say go I would like you to get 	<ul style="list-style-type: none"> Feet shoulder width apart. 	<ul style="list-style-type: none"> Serve for 15 minutes.

<p>apart in self space 15 away from a wall.</p> <ul style="list-style-type: none"> • Each student has one tennis ball. 	<p>your tennis racquet and a ball. We are now going to serve into a wall. I am not concerned with your toss or your swing, just the positioning of your feet. Go.</p>		
<ul style="list-style-type: none"> • Students now spread along the service lines of different tennis courts in self space. Half of class on one side of courts, and other half on other side. • Each student should have three tennis balls. 	<ul style="list-style-type: none"> • When I say go I would like half of you to get three tennis balls each and go on one side of the tennis courts lined up on the serving line, and the other half to be on this side. Go. Now I would like you to practice your serves. Only concentrate on your stance and knee bend. 	<ul style="list-style-type: none"> • Feet at 45 degree angle. • Feet should be staggered shoulder width apart. • Knees slightly bent. 	<ul style="list-style-type: none"> • Do this until the end of class.
<p>Closure/Assessment Why is your stance and knee bend so important to the serve? It allows you to move more freely.</p>			

Tennis Unit
Serve
Lesson Plan #16

Objectives

A. Student

1. Students will be able to demonstrate the proper toss for the tennis serve. (NASPE 1, 3 & EALR 1.1,1.2)

B. Teacher

Equipment: (for a class of 30 students)

1. 30 tennis racquets
2. 90 tennis balls
3. An available wall or fence that students can serve ball against

Instant Activity: Today's instant activity I want you to partner up and rally back and forth on either side of the tennis court.			
Set Induction: When trying to learn how to serve a tennis ball there are many different areas that if not done right can make your serve unsuccessful. Today we are going to practice the toss. The toss is the foundation of the serve. If we do not toss the ball correctly it will be very difficult to make a good serve.			
MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> Have students set their racquets off to the side and get a tennis ball from the ball basket. 			
Informing Task: When I say go I'd like you to get yourself a tennis ball from the ball basket and find your own self space spread apart facing me.			
<ul style="list-style-type: none"> Students in self space facing teacher. They will follow along with teacher and then practice themselves. 	<ul style="list-style-type: none"> A good ball toss places the ball above your hitting shoulder slightly above the height of your outstretched racquet, let's try this together. 	<ul style="list-style-type: none"> Hold the ball in the palm of your hand with your fingers wrapped around the sides of the ball. 	
<ul style="list-style-type: none"> One tennis ball each student. Students are without their racquets. 	<ul style="list-style-type: none"> This time when you toss the ball I want you to pretend that you have a racquet in the other hand. Take a swing at the ball, without hitting it, and stop at your full extension. 	<ul style="list-style-type: none"> Bend your knees. Keep the elbow that you are tossing the ball with slightly bent. The toss should be straight up over the racquet shoulder and land 6 inches away from your feet. 	<ul style="list-style-type: none"> Make 10 tosses and try to get 7 of the 10 to land 6 inches away from your feet.
	<ul style="list-style-type: none"> Now I want you to continue the toss, however add a full swing in with your racquet arm without contacting the ball. 	<ul style="list-style-type: none"> The ball should be released at about eye level, and end up just below full extension of your racquet. 	<ul style="list-style-type: none"> Make 30 tosses and try to have everyone land 6 inches away from your feet every time while implementing a swing without contacting the ball.
<ul style="list-style-type: none"> Students still without racquets. 	<ul style="list-style-type: none"> Now I would like you to grab the ball at full extension of your 	<ul style="list-style-type: none"> Make sure that your racquet arm goes back into a "L." 	<ul style="list-style-type: none"> Your goal is to have the toss be just right so that you are able to catch the ball without reaching for it or not.

	swing after the toss.		extending for it.
<ul style="list-style-type: none"> Students will find self space along a wall facing it. 	<ul style="list-style-type: none"> Now I would like you to face the wall and this time, instead of catching the ball I want you to give the ball a high five and hit it into the wall. 	<ul style="list-style-type: none"> Step forward with the foot that you are tossing with. The ball should be released at about eye level, and end up just below full extension of your racquet. 	<ul style="list-style-type: none"> Do this 25 times.
<ul style="list-style-type: none"> Students use racquets. 	<ul style="list-style-type: none"> You are now going to use your racquet, and you are going to hit your tennis ball into the wall using the proper serve technique. 	<ul style="list-style-type: none"> If your toss was going to land on the ground you would want it six inches away from your front foot. 	<ul style="list-style-type: none"> Do 100 proper serves.
	<ul style="list-style-type: none"> Continue what you were doing only pick a spot on the wall and try to hit it. 	<ul style="list-style-type: none"> Bend your knees on the toss. 	<ul style="list-style-type: none"> Try to pick a spot on the wall and hit it 10 out of 20 times.
<ul style="list-style-type: none"> Students partner up and get on opposite sides of tennis courts. Each pair of students will have three tennis balls. 	<ul style="list-style-type: none"> As one serves, the other returns the ball. After ten serves then switch. Remember that the goal is to have a good toss for your serve. 	<ul style="list-style-type: none"> Step forward with the foot that you are tossing with. The ball should be released at about eye level, and end up just below full extension of your racquet. 	<ul style="list-style-type: none"> Do this till the end of class.

Closure/Assessment

Why is the toss so important to the serve? If you do not have a good toss then you will not have a good hit.

Tennis Unit
Serve
Lesson Plan #17

Objectives

A. Student

1. The students will demonstrate how to scratch their back on the serve. (NASPE 1, 3 & EALR 1.1, 1.2)

B. Teacher

Equipment: (for a class of 30 students)

1. 30 tennis racquets
2. 90 tennis balls
3. An available wall or fence that students can serve ball against

Instant Activity: Today's instant activity I want you to partner up and rally back and forth on either side of the tennis court.

Set Induction: The Williams sisters did not have the best or even the most powerful serve around. What they did have however was motivation to get better. Hopefully this applies to you as well. It doesn't matter how your serve looks at first as long as it is staying within the lines. Today I am going to help you keep your serve within the lines by giving you a few cues.

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> Two baskets of tennis balls on opposite sides of the courts. 			

Informing Task: You are to move to self space facing a wall and practice your serve into the wall.

<ul style="list-style-type: none"> Students will be in self space along the wall facing the teacher. 	<ul style="list-style-type: none"> I want you to practice your serve into the wall today, just like we were yesterday. Although this time I would like you to concentrate on your racquet arm scratching your back. Teacher demonstrates and students follow. 	<ul style="list-style-type: none"> Make sure that your racquet arm scratches your back. 	<ul style="list-style-type: none"> Students do this 20 times.
	<ul style="list-style-type: none"> Now I would like to pretend toss and get your racquet arm in position. 		<ul style="list-style-type: none"> Do this 35 times.
	<ul style="list-style-type: none"> Still pretend to toss only add a swing. 	<ul style="list-style-type: none"> Get that racquet back and scratch your back. 	<ul style="list-style-type: none"> Do this 40 times.

<ul style="list-style-type: none"> • Students will be in self space facing a wall. • They will have one tennis ball each; they are to get a new one if they lose that one. 	<ul style="list-style-type: none"> • Now I would like you to spread yourselves apart along the wall and serve into the wall. Concentrate on scratching your back. 	<ul style="list-style-type: none"> • The ball should be released at about eye level, and end up just below full extension of your racquet. 	<ul style="list-style-type: none"> • Serve 50 times.
	<ul style="list-style-type: none"> • I would now like you to pick a specific spot on the wall to aim for. 	<ul style="list-style-type: none"> • Keep you knees bent when tossing. 	<ul style="list-style-type: none"> • Do this 40 times
<ul style="list-style-type: none"> • Students on opposite sides of tennis courts. • Students are to partner up. • Each pair of students will have three tennis balls. 	<ul style="list-style-type: none"> • You and your partner are going to be trading off serving to each other. As one partner serves the other returns the ball. 	<ul style="list-style-type: none"> • Do not forget to scratch your back. • Do not worry about how good the serve is, just concentrate on your racquet arm. 	<ul style="list-style-type: none"> • Each partner needs to serve 100 times each.
<p>Closure/Assessment: Where should your racquet be before you hit the ball on a serve? Behind you scratching your back. Where should the toss be?</p>			

Tennis Unit
Serve
Lesson Plan #18

Objectives

A. Student

1. The students will demonstrate the proper contact point of the serve. (NASPE 1, 3 & EALR 1.1, 1.2)

B. Teacher

Equipment: (for a class of 30 students)

1. 30 tennis racquets
2. 90 tennis balls
3. 90 poly spots
4. An available wall or fence to serve into

Instant Activity: Students will partner up cross court from each other and serve to each other, practicing their toss and getting their racquet arm back to scratch their back.

Set Induction: So far we have gone over the stance of a serve, the toss, and even the positioning of your racquet. Today we are going to concentrate on the contact point of your serve. It is very important to make sure that your contact point is out in front of you, and aiming down. If it is not, then the ball will just take off into the air. By aiming out in front of you and down, it will cause the ball to be served crosscourt into the ground. Hopefully resulting in a successful serve.

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> Students will be scattered in self space facing teacher. 			
<p>Informing Task: When I say go you are to find self spaced scattered about facing me. Go.</p>			
<ul style="list-style-type: none"> Students with racquets following along with teacher. 	<ul style="list-style-type: none"> I want to go over the contact point with you today. The contact point should be slightly in front of your body and angled down. This is to cause the ball to go into the ground. Teacher demonstrates. Students follow. 	<ul style="list-style-type: none"> Racquet should be in front of you slightly angled down. 	
	<ul style="list-style-type: none"> Now that you know where the contact point is, I would like you to pretend that you have a ball. I want you to go through the motions of the serve, which are: proper stance, good toss, scratch the back, and good contact point. 	<ul style="list-style-type: none"> Reach for the sky with your swing. Give the ball a high five. 	<ul style="list-style-type: none"> Do this 30 times.
<ul style="list-style-type: none"> Students now spread along wall in self space. 	<ul style="list-style-type: none"> Now you will practice your serve into the wall. 	<ul style="list-style-type: none"> Be sure to angle your racquet down slightly. 	<ul style="list-style-type: none"> Do this for 10 minutes.

<ul style="list-style-type: none"> • They have one ball each. 	<p>Focusing on a good contact point.</p>		
	<ul style="list-style-type: none"> • Now try to pick a spot on the wall and aim for it with your serve. 	<ul style="list-style-type: none"> • Give the ball a high five. 	<ul style="list-style-type: none"> • Do this for 10 minutes
	<ul style="list-style-type: none"> • Continue to aim at a certain spot on the wall, but try to hit it every time. 	<ul style="list-style-type: none"> • Reach for the sky with your swing. 	<ul style="list-style-type: none"> • Try for 14 out 20.
<ul style="list-style-type: none"> • Students are to pair up and be on opposite sides of a court. • They should have three balls each group. 	<ul style="list-style-type: none"> • Now I would like you to partner up and work on your serves on a tennis court. Focus on trying to get the ball to land on the other side of the net with a good contact point. One partner will serve and the other will return the ball. 	<ul style="list-style-type: none"> • Contact the ball out in front of you. 	<ul style="list-style-type: none"> • Every 10 serves you and your partner switch. • Do this until the end of the class.
<p>Closure/Assessment Where should you contact the ball on a serve? Out in front and angled down. Why? So the ball is hit towards the ground, and not into the air.</p>			

Tennis Unit
Serve
Lesson Plan #19

Objectives

A. Student

1. The students will demonstrate the ability to serve the ball cross court in the service box. (NASPE 1, 3 & EALR 1.1, 1.2)

B. Teacher

Equipment: (for a class of 30 students)

1. 30 tennis racquets
2. 90 tennis balls
3. 40 sheets of paper
4. 40 pencils

Instant Activity: Partner up cross court from each other and work on your serves

Set Induction: Today we are going to work on the accuracy of your serve. You now have all the aspects of how to make a correct and successful serve. Now we are just working on the placement. When you are serving today do not worry about the speed or power of your serve, rather concern yourself with the accuracy. Your accuracy will be helped by the follow through of your swing. On your swing your racquet face should be in the direction of your target.

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> Students should gather around teacher and listen for the task with their racquets. 			
<p>Informing Task: I would like you to partner up and get cross court from each other and start serving. One partner serves the other returns the ball. Every ten serves switch tasks, until each partner has served 50 times.</p>			
<ul style="list-style-type: none"> Students should be paired up cross court from each other. Each pair should have three tennis balls each. 	<ul style="list-style-type: none"> I would like you to now when you serve aim for the top right corner of the service box. 	<ul style="list-style-type: none"> Racquet face should be in direction of target. 	<ul style="list-style-type: none"> Continue to switch server every 10 serves, until each person has served 30 times.
	<ul style="list-style-type: none"> Now I would like you to now aim for the top left corner of the service box when you serve. 	<ul style="list-style-type: none"> Good toss, scratch your back, and contact point should be out in front. 	<ul style="list-style-type: none"> Continue to switch server every 10 serves, until each person has served 30 times
	<ul style="list-style-type: none"> Now randomly mix up your aiming spots on your serve. Try to catch your partner off guard. 	<ul style="list-style-type: none"> Make sure to follow through on your serve. 	<ul style="list-style-type: none"> Continue to switch server every 10 serves for 20 minutes.
	<ul style="list-style-type: none"> I now want you to play a game. You score on a serve if 	<ul style="list-style-type: none"> Racquet face should be in direction of target. 	<ul style="list-style-type: none"> Continue to switch server every 10 serves for the rest of class. Continue playing games even after

	your partner can not return the ball. However if it is not a successful serve then the partner gets the point. The winner is the first to ten points.		someone wins.
--	---	--	---------------

Closure/Assessment

Where should racquet face point? Directly at the target. What are the aspects of the serve? The stance, toss, back scratch, contact point, and follow through.

Quiz: List four aspects of the serve and a cue for each one.

Tennis Unit
Volley
Lesson Plan #20

Objectives

A. Student

1. Students will be able to explain the differences between the volley and the regular backhand or forehand hit. (NASPE 1,3 & EALR 1.1,1.2)
2. Students will be able to keep the racquet to the side of their body and have a short follow through. (NASPE 1,3 & EALR 1.1,1.2)

B. Teacher

Equipment: (for a class of 30 students)

1. 30 tennis racquets
2. 90 tennis balls

Instant Activity: One partner will serve and the other partner will return the serve. If the serve is successful and the other partner returns the ball successfully then you get a point. If the serve does not land in the box or the return is not in bounds then no point is rewarded. After one partner serves five times then the other partner will serve five as well. Make sure that you count the points that your team has from the game.

Set Induction: Now we have learned the forehand and the backhand, but who can tell me what the difference is between the forehand volley and backhand volley compared to the regular forehand and backhand? (The ball doesn't bounce before the player hits the tennis ball). Why would someone want to hit a volley? (Perhaps they are not in position to let the ball bounce and hit it, or they want to catch the opponent off guard).

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> Students should still be in pairs from instant activity, but gathered around teacher. 			
<p>Informing Task: When I say go I would like one partner to throw to the other partner so they can forehand volley. Be sure to keep the racquet at your side and not in front of you. Switch volleying to throwing after 30 volleys.</p>			
<ul style="list-style-type: none"> Each partner is to stand one big step away from the net. Each pair should have two tennis balls. 	<ul style="list-style-type: none"> Now I would like the partner who is volleying to take one big step backwards. 	<ul style="list-style-type: none"> Keep the racquet to the side and flat. 	<ul style="list-style-type: none"> Each partner needs to volley 50 times.
	<ul style="list-style-type: none"> Now I would like the partner who is volleying to take one big step backwards. 	<ul style="list-style-type: none"> Do not follow through. 	<ul style="list-style-type: none"> Each partner needs to volley 50 times.
	<ul style="list-style-type: none"> I now want the person who is volleying to stand at the back of the service box and volley from there. 	<ul style="list-style-type: none"> Keep the racquet flat. 	<ul style="list-style-type: none"> Each partner needs to volley 50 times.
	<ul style="list-style-type: none"> This time the thrower should throw the ball 	<ul style="list-style-type: none"> Point the face of the racquet where you 	<ul style="list-style-type: none"> Each partner needs to volley 50 times.

	short so the person volleying has to move to the ball.	want the ball to go.	
	<ul style="list-style-type: none"> • Now I would like the person who is volleying to change up their aiming point for the volley. Whether it is straight, to the right, or to the left. 	<ul style="list-style-type: none"> • Where the face of the racquet is aiming, that is where the ball will go. 	<ul style="list-style-type: none"> • Volley 20 times and switch tasks. Do this till the end of class.

Closure/Assessment: Raise your hand if you can tell me one of the similarities between the forehand drive and the forehand volley? (Grip, feet position, and racquet face is flat). Raise your hand if you can tell me one of the differences between them? (The ball doesn't bounce before you hit the ball, and the follow through is very short, almost a tap).

**Tennis Unit
Volley
Lesson Plan #21**

Objectives

A. Student

1. Students will be able to aim the volley accurately. (NASPE 1, 3 & EALR 1.1, 1.2)

B. Teacher

Equipment: (for a class of 30 students)

1. 30 tennis racquets
2. 90 tennis balls

Instant Activity: One partner will serve and the other partner will return the serve. If the serve is successful and the other partner returns the ball successfully then you get a point. If the serve does not land in the box or the return is not in bounds then no point is rewarded. After one partner serves five times then the other partner will serve five as well. Make sure that you count the points that your team has from the game.

Set Induction: Today we are going to continue the forehand volley. What are the four cues that we learned yesterday? (racquet to side and flat, feet side to target, short follow through, ball goes where face of racquet is pointed) Remember when you are practicing to keep the four cues in mind.

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> Students should still be in pairs from instant activity, but gathered around teacher. 			
<p>Informing Task: When I say go I would like one partner to throw to the other partner so they can forehand volley. You will switch tasks after 35 volleys.</p>			
<ul style="list-style-type: none"> Each partner is to stand one big step away from the net. Each pair should have two tennis balls. 	<ul style="list-style-type: none"> Now I would like the partner who is volleying to take one big step backwards. 	<ul style="list-style-type: none"> Keep the racquet to the side and flat. 	<ul style="list-style-type: none"> Each partner needs to volley 50 times.
	<ul style="list-style-type: none"> Now I would like the partner who is volleying to take one big step backwards. 	<ul style="list-style-type: none"> Do not follow through. 	<ul style="list-style-type: none"> Each partner needs to volley 50 times.
	<ul style="list-style-type: none"> I would like each partner to stand one big step away from the net. You are to begin volleying back and forth with your partner, using your forehand only. 	<ul style="list-style-type: none"> Face of the racquet determines the direction of the ball. 	<ul style="list-style-type: none"> Do this for 20 minutes.
	<ul style="list-style-type: none"> Keep doing the same thing just take 	<ul style="list-style-type: none"> The racquet should be to the side and flat. 	<ul style="list-style-type: none"> Do this for 10 minutes.

	another step backwards.		
	<ul style="list-style-type: none"> You are going to keep doing the same thing, however you are going to be able to score points for every volley you keep going with your partner. 	<ul style="list-style-type: none"> Do not follow through. 	<ul style="list-style-type: none"> Do this for the rest of class.
<p>Closure/Assessment: What are the four cues to help you be better at volleying? The racquet should be at your side, flat, the face determines the direction of the ball, and do not follow through. Why are they important? To become a better tennis player.</p>			

Tennis Unit
Volley
Lesson Plan #22

Objectives

A. Student

1. Students will be able to keep the racquet to the side of their body and have a short follow through on the back hand volley. (NASPE 1,3 & EALR 1.1,1.2)

B. Teacher

Equipment: (for a class of 30 students)

1. 30 tennis racquets
2. 90 tennis balls

Instant Activity: One partner will serve and the other partner will return the serve. If the serve is successful and the other partner returns the ball successfully then you get a point. If the serve does not land in the box or the return is not in bounds then no point is rewarded. After one partner serves five times then the other partner will serve five as well. Make sure that you count the points that your team has from the game.

Set Induction: We have learned the forehand volley. Now it is time to learn the backhand. The cues stay the same, just flipped to the other side. Let's go have some fun.

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> Students should still be in pairs from instant activity, but gathered around teacher. 			
<p>Informing Task: When I say go I would like one partner to throw to the other partner so they can backhand volley. Be sure to keep the racquet at your side and not in front of you. Switch volleying to throwing after 30 volleys.</p>			
<ul style="list-style-type: none"> Each partner is to stand one big step away from the net. Each pair should have two tennis balls. 	<ul style="list-style-type: none"> Now I would like the partner who is volleying to take one big step backwards. 	<ul style="list-style-type: none"> Keep the racquet to the side and flat. 	<ul style="list-style-type: none"> Each partner needs to volley 50 times.
	<ul style="list-style-type: none"> Now I would like the partner who is volleying to take one big step backwards. 	<ul style="list-style-type: none"> Do not follow through. 	<ul style="list-style-type: none"> Each partner needs to volley 50 times.
	<ul style="list-style-type: none"> I now want the person who is volleying to stand at the back of the service box and volley from there. 	<ul style="list-style-type: none"> Keep the racquet flat. 	<ul style="list-style-type: none"> Each partner needs to volley 50 times.
	<ul style="list-style-type: none"> This time the thrower should throw the ball short so the person volleying has to 	<ul style="list-style-type: none"> Point the face of the racquet where you want the ball to go. 	<ul style="list-style-type: none"> Each partner needs to volley 50 times.

	move to the ball.		
	<ul style="list-style-type: none"> • Now I would like the person who is volleying to change up their aiming point for the volley. Whether it is straight, to the right, or to the left. 	<ul style="list-style-type: none"> • Where the face of the racquet is aiming, that is where the ball will go. 	<ul style="list-style-type: none"> • Volley 20 times and switch tasks. Do this till the end of class.

Closure/Assessment: Raise your hand if you can tell me one of the similarities between the backhand drive and the backhand volley? (Grip, feet position, and racquet face is flat). Raise your hand if you can tell me one of the differences between them? (The ball doesn't bounce before you hit the ball, and the follow through is very short, almost a tap).

Tennis Unit
Volley
Lesson Plan #23

Objectives

A. Student

1. Students will be able to aim the backhand volley accurately. (NASPE 1, 3 & EALR 1.1, 1.2)

B. Teacher

Equipment: (for a class of 30 students)

1. 30 tennis racquets
2. 90 tennis balls

Instant Activity: One partner will serve and the other partner will return the serve. If the serve is successful and the other partner returns the ball successfully then you get a point. If the serve does not land in the box or the return is not in bounds then no point is rewarded. After one partner serves five times then the other partner will serve five as well. Make sure that you count the points that your team has from the game.

Set Induction: Today we are going to continue the backhand volley. What are the four cues that we learned yesterday? (racquet to side and flat, feet side to target, short follow through, ball goes where face of racquet is pointed) Remember when you are practicing to keep the four cues in mind.

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> Students should still be in pairs from instant activity, but gathered around teacher. 			
<p>Informing Task: When I say go I would like one partner to throw to the other partner so they can backhand volley. You will switch tasks after 35 volleys.</p>			
<ul style="list-style-type: none"> Each partner is to stand one big step away from the net. Each pair should have two tennis balls. 	<ul style="list-style-type: none"> Now I would like the partner who is volleying to take one big step backwards. 	<ul style="list-style-type: none"> Keep the racquet to the side and flat. 	<ul style="list-style-type: none"> Each partner needs to volley 50 times.
	<ul style="list-style-type: none"> Now I would like the partner who is volleying to take one big step backwards. 	<ul style="list-style-type: none"> Do not follow through. 	<ul style="list-style-type: none"> Each partner needs to volley 50 times.
	<ul style="list-style-type: none"> I would like each partner to stand one big step away from the net. You are to begin volleying back and forth with your partner, using your backhand only. 	<ul style="list-style-type: none"> Face of the racquet determines the direction of the ball. 	<ul style="list-style-type: none"> Do this for 20 minutes.
	<ul style="list-style-type: none"> Keep doing the same thing just take 	<ul style="list-style-type: none"> The racquet should be to the side and flat. 	<ul style="list-style-type: none"> Do this for 10 minutes.

	another step backwards.		
	<ul style="list-style-type: none"> You are going to keep doing the same thing, however you are going to be able to score points for every volley you keep going with your partner. 	<ul style="list-style-type: none"> Do not follow through. 	<ul style="list-style-type: none"> Do this for the rest of class.
Closure/Assessment: What are the four cues to help you be better at volleying? Why are they important?			

**Tennis Unit
Volley
Lesson Plan #24**

Objectives

A. Student

1. Students will be able to aim the forehand and backhand volley accurately. (NASPE 1, 3 & EALR 1.1, 1.2)

B. Teacher

Equipment: (for a class of 30 students)

1. 30 tennis racquets
2. 90 tennis balls

Instant Activity: One partner will serve and the other partner will return the serve. If the serve is successful and the other partner returns the ball successfully then you get a point. If the serve does not land in the box or the return is not in bounds then no point is rewarded. After one partner serves five times then the other partner will serve five as well. Make sure that you count the points that your team has from the game.

Set Induction: Today we are going to use both the forehand and the backhand volley. What are the four cues that we learned yesterday? (racquet to side and flat, feet side to target, short follow through, ball goes where face of racquet is pointed) Remember when you are practicing to keep the four cues in mind.

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> Students should still be in pairs from instant activity, but gathered around teacher. 			
<p>Informing Task: When I say go I would like one partner to throw to the other partner so they can forehand or backhand volley. You will switch tasks after 35 volleys.</p>			
<ul style="list-style-type: none"> Each partner is to stand one big step away from the net. Each pair should have two tennis balls. 	<ul style="list-style-type: none"> Now I would like the partner who is volleying to take one big step backwards. 	<ul style="list-style-type: none"> Keep the racquet to the side and flat. 	<ul style="list-style-type: none"> Each partner needs to volley 50 times.
	<ul style="list-style-type: none"> Now I would like the partner who is volleying to take one big step backwards. 	<ul style="list-style-type: none"> Do not follow through. 	<ul style="list-style-type: none"> Each partner needs to volley 50 times.
	<ul style="list-style-type: none"> I would like each partner to stand one big step away from the net. You are to begin volleying back and forth with your partner, using your backhand only. 	<ul style="list-style-type: none"> Face of the racquet determines the direction of the ball. 	<ul style="list-style-type: none"> Do this for 20 minutes.
	<ul style="list-style-type: none"> Keep doing the same thing just take 	<ul style="list-style-type: none"> The racquet should be to the side and flat. 	<ul style="list-style-type: none"> Do this for 10 minutes.

	another step backwards.		
	<ul style="list-style-type: none"> You are going to keep doing the same thing, however you are going to be able to score points for every volley you keep going with your partner. 	<ul style="list-style-type: none"> Do not follow through. 	<ul style="list-style-type: none"> Do this for the rest of class.
<p>Closure/Assessment: What are the four cues to help you be better at volleying? The racquet should be at your side, flat, the face determines the direction of the ball, and do not follow through. Why are they important? To become a better tennis player.</p>			

Tennis Unit
Volley
Lesson Plan #25

Objectives

A. Student

1. Students will be able to aim the forehand and backhand volley accurately. (NASPE 1, 3 & EALR 1.1, 1.2)

B. Teacher

Equipment: (for a class of 30 students)

1. 30 tennis racquets
2. 90 tennis balls
3. 40 sheets of paper
4. 40 pencils

Instant Activity: One partner will serve and the other partner will return the serve. If the serve is successful and the other partner returns the ball successfully then you get a point. If the serve does not land in the box or the return is not in bounds then no point is rewarded. After one partner serves five times then the other partner will serve five as well. Make sure that you count the points that your team has from the game.

Set Induction: Today we are going to use both the forehand and the backhand volley. What are the four cues that we learned yesterday? (racquet to side and flat, feet side to target, short follow through, ball goes where face of racquet is pointed) Remember when you are practicing to keep the four cues in mind.

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> Students should still be in pairs from instant activity, but gathered around teacher. 			
<p>Informing Task: When I say go I would like one partner to throw to the other partner so they can forehand or backhand volley. You will switch tasks after 35 volleys.</p>			
<ul style="list-style-type: none"> Each partner is to stand one big step away from the net. Each pair should have two tennis balls. 	<ul style="list-style-type: none"> Now I would like the partner who is volleying to take one big step backwards. 	<ul style="list-style-type: none"> Keep the racquet to the side and flat. 	<ul style="list-style-type: none"> Each partner needs to volley 50 times.
	<ul style="list-style-type: none"> Now I would like the partner who is volleying to take one big step backwards. 	<ul style="list-style-type: none"> Do not follow through. 	<ul style="list-style-type: none"> Each partner needs to volley 50 times.
	<ul style="list-style-type: none"> I would like each partner to stand one big step away from the net. You are to begin volleying back and forth with your partner, using your backhand only. 	<ul style="list-style-type: none"> Face of the racquet determines the direction of the ball. 	<ul style="list-style-type: none"> Do this for 20 minutes.
	<ul style="list-style-type: none"> Keep doing the same thing just take 	<ul style="list-style-type: none"> The racquet should be to the side and flat. 	<ul style="list-style-type: none"> Do this for 10 minutes.

	another step backwards.		
	<ul style="list-style-type: none"> You are going to keep doing the same thing, however you are going to be able to score points for every volley you keep going with your partner. 	<ul style="list-style-type: none"> Do not follow through. 	<ul style="list-style-type: none"> Do this for the rest of class.
<p>Closure/Assessment:</p> <p>Quiz: What are the four cues to help you be better at volleying? The racquet should be at your side, flat, the face determines the direction of the ball, and do not follow through. Why are they important? To become a better tennis player.</p>			

**Tennis Unit
Smash
Lesson Plan #26**

Objectives

A. Student

1. Students will be able to track the ball with their non racquet fingers. (NASPE 1, 3 & EALR 1.1, 1.2)

B. Teacher

Equipment: (for a class of 30 students)

1. 30 tennis racquets
2. 90 tennis balls

Instant Activity: I would like you to practice your serve back and forth with a partner cross court from each other.			
Set Induction: Today we are going to learn the best way see and hit the ball when it comes at you high over your head. The stroke that you are going to learn is called the “smash.” The part of the smash that we are focusing on today is tracking the ball with our fingers. It is important for two reasons, to help you keep your eye on the ball and to help you point your shoulder at the ball.			
MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> Students will be scattered in self space facing the teacher without their racquets. 			
Informing Task: When I say go I would like you to scatter yourself in self space facing me. Ready, Go.			
<ul style="list-style-type: none"> They will follow along with teacher and then practice themselves. 	<ul style="list-style-type: none"> When a ball is lobbed over your head it is important that you track the ball. Just like hunters tracker their targets with the barrel of the gun, you will be tracking a pretend ball with you fingers. 	<ul style="list-style-type: none"> Point at the ball with your fingers of the non racquet hand. 	<ul style="list-style-type: none"> Follow along with the teacher.
	<ul style="list-style-type: none"> Pretend that a ball is coming to you above your head. Track the ball with your fingers. 	<ul style="list-style-type: none"> Make sure that your shoulder is pointed at the target as well. 	<ul style="list-style-type: none"> Do this 30 times.
	<ul style="list-style-type: none"> Now track the ball with your fingers, but this time add a serve like swing once your fingers get to where the ball would be on a serve. 	<ul style="list-style-type: none"> Try to give the ball a high five. 	<ul style="list-style-type: none"> Do this 40 times.
<ul style="list-style-type: none"> Have students get their racquets. Still have them scattered in self 	<ul style="list-style-type: none"> I would now like you to do what you just got done doing only swing with your 	<ul style="list-style-type: none"> Still follow the pretend ball with your fingers. 	<ul style="list-style-type: none"> Do this 50 times.

space.	racquet.		
<ul style="list-style-type: none"> • Have the students partner up and get on opposite sides of a tennis court. • When one is hitting the other is tossing the balls at them. 	<ul style="list-style-type: none"> • You and your partner are going to work on the smash together. I am not worried about the hit right now. However I am concerned that you track the ball when it comes at you. The person who is tossing the ball needs to throw it hard into the ground on the other side of the net so that it bounces high and your partner can move underneath it and hit it. 	<ul style="list-style-type: none"> • Hitters are going to have to move to the ball. • Make sure that your shoulder is pointed at the target. 	<ul style="list-style-type: none"> • One person will toss the entire time and the other will hit. • You will continue to do this until I tell you to switch.
	<ul style="list-style-type: none"> • Now I want you and your partner to switch tasks. 		<ul style="list-style-type: none"> • You will do this to the end of class.
<p>Closure/Assessment: Why is it important to track the ball with your fingers? It is important to help you keep your eyes on the ball and to point your shoulder at it as well.</p>			

**Tennis Unit
Smash
Lesson Plan #27**

Objectives

A. Student

1. Students will be able to use correct arm positioning when using the smash. (NASPE 1, 3 & EALR 1.1, 1.2)

B. Teacher

Equipment: (for a class of 30 students)

1. 30 tennis racquets
2. 90 tennis balls

Instant Activity: I would like you to rally back and forth with a partner.

Set Induction: Today we are going to continue working on the smash. Yesterday we focused on tracking the ball with our fingers. Today we are going to work on getting our racquet arm back.

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> students will be scattered in self space facing the teacher without their racquets. 			
<p>Informing Task: When I say go I would like you to scatter yourself in self space facing me. Ready, Go.</p>			
<ul style="list-style-type: none"> They will follow along with teacher and then practice themselves. 	<ul style="list-style-type: none"> Pretend a ball is being lobbed at you. You need to track it with your fingers and get your racquet arm ready. 	<ul style="list-style-type: none"> Your racquet arm is going to look like you are scratching your back. 	<ul style="list-style-type: none"> Follow along with the teacher.
	<ul style="list-style-type: none"> Do what you did with the teacher only at your own pace. 	<ul style="list-style-type: none"> Make sure that your shoulder is pointed at the target as well. 	<ul style="list-style-type: none"> Do this 30 times.
	<ul style="list-style-type: none"> Now track the ball with your fingers, but this time add a serve like swing once your fingers get to where the ball would be on a serve. 	<ul style="list-style-type: none"> The swing is just like a serve swing, try giving the ball a high five. 	<ul style="list-style-type: none"> Do this 40 times.
<ul style="list-style-type: none"> Have students get their racquets Still have them scattered in self space. 	<ul style="list-style-type: none"> I would now like you to do what you just got done doing only swing with your racquet. 	<ul style="list-style-type: none"> Still follow the pretend ball with your fingers. 	<ul style="list-style-type: none"> Do this 50 times.
<ul style="list-style-type: none"> Have the students partner up and get on opposite sides of a tennis court. When one is hitting the other is 	<ul style="list-style-type: none"> You and your partner are going to work on the smash together. You need to track the ball with your fingers and get your arm in 	<ul style="list-style-type: none"> Make sure that your shoulder is pointed at the target. Try to scratch your back with your racquet. 	<ul style="list-style-type: none"> One person will toss the entire time and the other will hit. You will continue to do this until I tell you to switch.

<p>tossing the balls at them.</p> <ul style="list-style-type: none"> Hitters are going to have to move to the ball. 	<p>the ready position before you hit the ball. Your partner is going to throw the ball hard into the ground so that it bounces high for you to move under and hit.</p>		
	<ul style="list-style-type: none"> Now I want you and your partner to switch tasks. 		<ul style="list-style-type: none"> You will do this to the end of class.
<p>Closure/Assessment: Where should your arm be when the ball is coming towards you at a lob? In the ready position which is characterized by scratching your back.</p>			

**Tennis Unit
Smash
Lesson Plan #28**

Objectives

A. Student

1. Students will be able to contact the ball on the smash out in front of them. (NASPE 1, 3 & EALR 1.1, 1.2)

B. Teacher

Equipment: (for a class of 30 students)

1. 30 tennis racquets
2. 90 tennis balls

Instant Activity: I would like you and a partner to practice your serves, by playing a small game.

Set Induction: Today we are going to continue working on the smash. Yesterday we focused on the ready position by scratching your back. Today I want you to work on your contact point. Your contact point should be close to a serve contact point, out in front of you and extended upwards.

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> students will be scattered in self space facing the teacher with their racquets. 			
<p>Informing Task: When I say go I would like you to partner up and get on opposite sides of a court. Ready, Go.</p>			
<ul style="list-style-type: none"> Partners will be on opposite sides of the courts. 	<ul style="list-style-type: none"> Now I would like you and your partner to continue working on the smash. Remember to track the ball with your finger and scratch your back. One partner is going to throw the balls into the ground on the other side of the net so that the partner that is hitting can smash it. 	<ul style="list-style-type: none"> Your racquet arm is going to look like you are scratching your back. 	<ul style="list-style-type: none"> Do this 50 times.
	<ul style="list-style-type: none"> Now whoever was hitting is going to switch with the thrower. 	<ul style="list-style-type: none"> You will know if your contact point is correct if the ball is hit into the ground. If it is not hit into the ground you need to contact the ball farther in front of you. 	<ul style="list-style-type: none"> Do this 50 times.
	<ul style="list-style-type: none"> I want you and your partner to switch tasks now. However this time when you smash I want you to 	<ul style="list-style-type: none"> Remember to track the ball with your fingers. 	<ul style="list-style-type: none"> Do this 40 times.

	aim to hit the ball in the cross court service box.		
<ul style="list-style-type: none"> • Students are still partnered up cross court from each other. 	<ul style="list-style-type: none"> • Now whoever was hitting is going to switch to the thrower. Continue to aim in the service box. 	<ul style="list-style-type: none"> • Remember to scratch your back. 	<ul style="list-style-type: none"> • Do this 40 times.
	<ul style="list-style-type: none"> • I now want you to aim towards the back part of the court. 	<ul style="list-style-type: none"> • Make sure that you are contacting the ball out in front of you. 	<ul style="list-style-type: none"> • Do this 20 times each then switch with your partner. Repeat this until the end of class.
<p>Closure/Assessment: Where should you contact the ball on the smash? Out in front of you. What type of swing does the smash resemble? The serve.</p>			

**Tennis Unit
Smash
Lesson Plan #29**

Objectives

A. Student

1. Students will be able to combine all aspects of the smash to make it successful. (NASPE 1, 3 & EALR 1.1, 1.2)

B. Teacher

Equipment: (for a class of 30 students)

1. 30 tennis racquets
2. 90 tennis balls

Instant Activity: I would like you and a partner to volley back and forth.

Set Induction: Today we are going to continue working on the smash. Yesterday we focused on the contact point. Today I want you to work on combining all three of the tasks that we have been working on the last couple days. Today when you are working on the smash, you need to be able to track the ball with your fingers, scratch your back, and contact the ball out in front of yourself.

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> students will be scattered in self space facing the teacher with their racquets. 			
Informing Task: When I say go I would like you to partner up and get on opposite sides of a court. Ready, Go.			
<ul style="list-style-type: none"> Partners will be on opposite sides of the courts. 	<ul style="list-style-type: none"> Now I would like you and your partner to continue working on the smash. Remember to track the ball with your finger and scratch your back, and contact the ball out in front of you. One partner is going to throw the balls into the ground on the other side of the net so that the partner that is hitting can smash it. 	<ul style="list-style-type: none"> Make sure to track the ball with your fingers. Your racquet arm is going to look like you are scratching your back. 	<ul style="list-style-type: none"> Do this 50 times.
	<ul style="list-style-type: none"> Now whoever was hitting is going to switch with the thrower. 	<ul style="list-style-type: none"> You will know if your contact point is correct if the ball is hit into the ground. If it is not hit into the ground you need to contact the ball farther in front of you. 	<ul style="list-style-type: none"> Do this 50 times.
	<ul style="list-style-type: none"> I want you and your partner to switch tasks now. However 	<ul style="list-style-type: none"> Remember to track the ball with your fingers. 	<ul style="list-style-type: none"> Do this 40 times.

	<p>this time when you smash I want you to aim to hit the ball in the cross court service box.</p>		
<ul style="list-style-type: none"> • Students are still partnered up cross court from each other. 	<ul style="list-style-type: none"> • Now whoever was hitting is going to switch to the thrower. Continue to aim in the service box. 	<ul style="list-style-type: none"> • Remember to scratch your back. 	<ul style="list-style-type: none"> • Do this 40 times.
	<ul style="list-style-type: none"> • I now want you to aim towards the back part of the court. 	<ul style="list-style-type: none"> • Make sure that you are contacting the ball out in front of you. 	<ul style="list-style-type: none"> • Do this 20 times each then switch with your partner. Repeat this until the end of class.
<p>Closure/Assessment: Where should the ball hit if you correctly make contact with it? Into the ground.</p>			

**Tennis Unit
Smash
Lesson Plan #30**

Objectives

A. Student

1. Students will be able to combine all aspects of the smash to make it successful. (NASPE 1, 3 & EALR 1.1, 1.2)

B. Teacher

Equipment: (for a class of 30 students)

1. 30 tennis racquets
2. 90 tennis balls
3. 40 sheets of paper
4. 40 pencils

Instant Activity: I would like you and a partner to play a small game.

Set Induction: Today is the final day of the smash, as well as the final day of the tennis unit. There have been many aspects of tennis that we have worked on. What you need to remember about the smash, is that it is a good way to get a point, because your opponent does not know where the ball is going to go and the ball is hit so hard. We are now going to combine them in a controlled game of tennis.

MAF/Instructional techniques	Extensions	Refinements	Applications
<ul style="list-style-type: none"> students will be scattered in self space facing the teacher with their racquets 			

Informing Task: When I say go I would like you to partner up and get on opposite sides of a court. Ready, Go.

<ul style="list-style-type: none"> Partners will be on opposite sides of the courts. 	<ul style="list-style-type: none"> You and your partner are going to play a controlled game. The point of this game is not to score until the smash. You will serve, rally, and then set up a smash for your partner. Each time have the opposite partner set up the smash. 	<ul style="list-style-type: none"> Make sure to track the ball with your fingers. Your racquet arm is going to look like you are scratching your back. Contact the ball out in front of you. 	<ul style="list-style-type: none"> Do this until I stop you.
	<ul style="list-style-type: none"> This time continue what you were doing but keep score by if you can get the smash in the service box. Each time have the opposite partner set up the smash. 	<ul style="list-style-type: none"> You will know if your contact point is correct if the ball is hit into the ground. If it is not hit into the ground you need to contact the ball farther in front of you. 	<ul style="list-style-type: none"> Do this until I stop you.
<ul style="list-style-type: none"> All students rotate one service court to the right. 	<ul style="list-style-type: none"> You are now going to continue what you were doing only with a new partner. You are going to continue trading off setting up a smash for your 	Remember to track the ball with your fingers, scratch your back, and contact the ball out in front of you.	<ul style="list-style-type: none"> Do this until the end of class.

	partner. However you are going to play a game to 10. You score by smashing the ball inside your partner's service court.		
--	--	--	--

Closure/Assessment:

Quiz: Why is a smash hard to stop? It comes so fast and you do not know where the ball is going to go if you are on the receiving end. What are three cues for the smash? Track the ball with your fingers, scratch your back, and contact point.

Forehand Task 1

With you and your partner one partner will start off retrieving balls while the other partner is standing about 6 feet from the net in the right service court executing the forehand stroke. The objective is to see how many times out of 15 shots you can land a tennis ball inside 3 giant hoola hoops positioned on the other side of the net.

- Remember to swing from low to high
- Remember to step to the net and follow through with wrist at eye level.
- Side to the target.
- Contact the ball when the ball is



Forehand Task 2

With you and your group one member will start off throwing balls from the other side of the net. The thrower is to throw side to side while the other member is standing on the back service line. The goal is to get into proper forehand position and return each toss down the line using the forehand stroke. See how many out of 10 you can get in between the jump ropes.

- Remember to swing from low to high
- Remember to step to the net and follow through with wrist at eye level.
- Side to the target.
- Contact the ball when the ball is at the front foot.



Forehand Task 3

With one hoola hoop placed in the deep cross court corner you are going to have one partner toss the ball to the hitter standing in the middle of the service box. The hitter is to return the toss cross court into the hoola hoop using the forehand stroke. Record how many you make out of 10 shots.

- Remember to swing from low to high
- Side to the target.
- Contact the ball when the ball is at the front foot.
- Athletic stance knees slightly bent.
- Shake hands grip.
- Non dominant hand should cradle the neck of the racquet.



Forehand Task 4

For this task you will partner up and sustain at least 1 rally for 1 minute and 30 seconds without losing the ball to out of bounds or double bounce. Have one group member record the time with a stop watch.

- Remember to swing from low to high
- Remember to step to the net and follow through with wrist at eye level.
- Side to the target.
- Contact the ball when the ball is at the front foot.



Forehand Task 5

For this task you will drop a ball to yourself and hit the ball over the net using the forehand stroke keeping the ball in-between the rope hanging across the top of the net and the net. The student hitting the forehand stroke will stand on the back service line

- Remember to swing from low to high
- Remember to step to the net and follow through with wrist at eye level.
- Side to the target.
- Contact the ball when the ball is at the front foot.



Backhand Task 1

With one hoola hoop placed in the deep cross court corner you are going to have one partner toss the ball to the hitter standing in the middle of the service box. The hitter is to return the toss cross court into the hoola hoop using the backhand stroke. Record how many you make out of 10 shots.

- Remember to swing from low to high
- Go from low to high.
- Stepping forward to the net with your dominant foot.
- Freeze at the finish with your rackets high in the air.



Backhand Task 2

For this task you will partner up and sustain at least 1 rally for 1 minute using the backhand without losing the ball to out of bounds or double bounce. Have one group member record the time with a stop watch.

- Remember to swing from low to high
- Go from low to high.
- Stepping forward to the net with your dominant foot.
- Freeze at the finish with your rackets high in the air.



Backhand Task 3

For this task you will drop a ball to yourself and hit the ball over the net using the two handed backhand stroke keeping the ball in-between the rope hanging across the top of the net and the net. The student hitting the forehand stroke will stand on the back service line.

- Remember to swing from low to high
- Go from low to high.
- Stepping forward to the net with your dominant foot.
- Freeze at the finish with your rackets high in the air.
- Scratch your back



Backhand Task 4

With you and your group one member will start off throwing balls from the other side of the net. The thrower is to throw side to side while the other member is standing on the back service line. The goal is to get into proper two handed backhand position and return each toss down the line using the two handed backhand stroke. See how many out of 10 you can get in between the jump ropes.

- Remember to swing from low to high
- Go from low to high.
- Stepping forward to the net with your dominant foot.
- Freeze at the finish with your rackets high in the air.
- Scratch your back



Backhand Task 5

With you and your partner one partner will start off retrieving balls while the other partner is standing about 6 feet from the net in the right service court executing the backhand stroke. The objective is to see how many times out of 15 shots you can land a tennis ball inside 3 giant hoola hoops positioned on the other side of the net.

- Remember to swing from low to high
- Go from low to high.
- Stepping forward to the net with your dominant foot.
- Freeze at the finish with your rackets high in the air.





When forehand volleying you should keep your knees slightly bent. Do not follow through on your swing. Remember that the ball will go where the face of the racquet is pointing.



When backhand volleying you should keep your knees slightly bent. Do not follow through on your swing. Remember that the ball will go where the face of the racquet is pointing.



When you serve your feet should be at a 45 degree angle from the serving line, staggered shoulder width apart.



Make sure your knees have a good slight bend in them, so that you are in an athletic position.



Make sure to scratch your back on the serve. It helps you get more power out of your swing.



Make sure to scratch your back on the smash. It helps you get more power out of your swing.



On the serve your knees should be slightly bent. A good ball toss places the ball above your hitting shoulder slightly above the height of your racquet.



The contact of the serve should be slightly in front and angled down, with a follow through across the body.



The contact of the smash should be slightly in front and angled down, with a follow through across the body.



When performing the smash you should always track the ball with your fingers. This helps you see the ball well and it helps you bring your shoulder at your target.

Name: _____

Period: _____

Serve Quiz

- 1) List four aspects of the serve and a cue for each one.

Name: _____

Period: _____

Smash Quiz

1) Why is a smash hard to stop?

2) What are three cues for the smash?



Your grip should be at 11 o'clock, with a slight tilt forward in the racquet.



On your forehand drive your swing should be from low to high, or from hip to shoulder.



On your backhand drive your swing should be from low to high, or from hip to shoulder.

Resource List

Baker, S. (n.d.). *Footwork*. The Shuffle,
Retrieved December 28, 2005 from <http://www.tennis4you.com/lesson-lounge/tennis4you/footwork/shuffle.htm>

Graham, G., Holt/Hale, S.A., & Parker, M. (2004). *Children Moving, Striking with rackets and paddles* (pp. 542-568). New York: McGraw Hill

Knukman, F. & Petrakis, E. (2001). Verbal and Visual Teaching Cues for Tennis. *Journal of Physical Education and Dance*, 72(3),

Mango, K. (2001) *Ultimate Spongeball*,
Retrieved December 28, 2005 from <http://www.pecentral.org>

EQUIPMENT

- 90 polypots
- 40 sheets of paper
- 40 pencils
- 90 tennis balls
- 30 tennis racquets
- 6 tennis courts
- 1 solid sponge type nerf ball (about 22" round)
- 15 – 20 Jerseys/penny's
- 8 Cones
- 20 jump ropes
- 10 hoola hoops