**Prescribed learning outcomes:**

*The students will be able to:*

*(TSWBAT)*

A2: Explain how physical activity relates to health-related components of fitness, particularly cardiovascular endurance and flexibility.

A5: Pursue personal physical activity goals related specifically to cardiovascular endurance and flexibility

A7: Demonstrate a willingness to participate in a wide range of physical activities, including individual/dual activities, and games.

B1: Apply fundamental movement skills in a range of individual and dual activities

B: Apply fundamental movement skills in games activities in predictable and unpredictable settings.

B5: Apply a range of movement concepts to improve their performance of activity-based

movement skills

C1: Apply safety procedures in all physical activities across the activity categories

C2: Demonstrate proper use of equipment and facilities

C3: Demonstrate fair play in all physical activities across the activity categories

C4: Exhibit leadership in a range of physical activities

Objectives (TSWBAT)

Cognitive: 1. Identify proper forehand/backhand grips taught in the lesson, and

demonstrate them accordingly.

2. Compare their partner’s forehand/backhand drive to the criteria learned and

provide feedback consistent with the criteria and performance.

**Affective**: 1. Evaluate their partner’s performance based on the given criteria

2. Adhere to all the safety instructions given when performing

forehand/backhand drills with a partner.

**Psychomotor:** 1. Hit a forehand/backhand shot, 5 times in a row, over the net

2. Grip their racket properly when performing their shot every time

they hit the ball

**Pre instructional assessment**

Discomfort with new activities? (fear of balls, previous injuries)

Special Needs or health concerns? (Diabetes, asthma, mobility)

Previous tennis experience?

Rules, routines and guidelines?

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| **Lesson 2: Forehand and backhand drive**  **Topic**: Grips, swing, footwork   * **Equipment**: Tennis rackets, tennis balls, tennis courts | **Learning outcomes: TSWBAT...**   1. Compare their partner’s forehand/backhand drive to the criteria learned and provide feedback consistent with the criteria and performance. 2. Evaluate their partner’s performance based on the given criteria 3. Hit a forehand/ backhand shot 5 times in a row, over the net | | |
| * Parts of the Lesson (60 minutes) | | * Organization | * Teaching Points |
| **Introductory Activity (10 minutes)**  Ghostbusters Tag (**5-10 minutes**)  Two students will be selected to be "slimers" (it), the rest are ghostbusters. The objective of the game is for the slimers to tag the ghostbusters. If a ghostbuster is tagged they must attempt to shake of all the slime by performing jumping jacks. If the ghostbuster reaches 10 jumping jacks before being freed, they also become a slimer. To be freed, a fellow ghostbuster must run up to you and yell "Who you gonna call?" The tagged student must reply "Ghostbusters!" while the untagged student runs a circle around them. The game ends when the ghostbusters music is finished. | | * Within set boundaries only; no students on the equipment * Play ghostbusters music to signal beginning and end of activity (and for added fun) | * Raise heart rate and loosen muscles * Fun warm up before a physically challenging class |

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| **Lesson Focus (35 minutes)**  *Explanation/demonstrations* (5 minutes)  -Review of basic forehand and backhand grip criteria learned in lesson 1  -Review of ready position  *Lesson: Forehand Stroke (5mins)*  Conduct a brief but detailed demonstration of the basic forehand stroke  When do we use the forehand? Why is it important?  *Activity 1: (10 mins)*  In partners, stand on opposite sides of the net somewhere within the service box. Make sure to leave at least one and a half racket lengths between you and other students around you. Partner #1 is going to lob a ball (with their hands, not a racket) into partner #2’s service box. Partner #2 is going to return the ball in a controlled manner, using the criteria and cues learned for the forehand stroke. After lobbing the ball, partner #1 should be watching partner #2’s performance, and providing them with feedback. Did they follow all the criteria? What did they do well? What could be improved? After partner #1 tosses 10 balls, switch roles.  *Lesson: Backhand stroke: (5 mins)*  Conduct a brief but detailed overview and demonstration of the basic backhand stroke  When do we use the backhand? Why is it important?  *Activity 2: (10 mins)*  Repeat activity 1 using the backhand stroke | Students in a semi-circle around teacher, down on one knee  Partners on either side of the net, preferably 4 per court, depending on class size, and number of courts (no more than 6 per court)  No hard hitting! Controlled forehands directed towards your partner only.  Partners on either side of the net, preferably 4 per court, depending on class size, and number of courts (no more than 6 per court)  No hard hitting! Controlled backhands directed towards your partner only. | Cues: -Shake hands with the racket  -“V” shape between thumb and first finger  Cues: Racket and weight forward  -Knees bent, weight on the balls of your feet.  -Racket supported by opposite hand, and pointing towards opponent.  Cues:Non-racket side facing the net  -“Reach back to pet the dog” (backswing)  Contact with ball is preferably at waist height, and slightly ahead of body to allow for control and accuracy  Point at ball with non-racket hand to assist in the weight transfer process.  Move around the room monitoring student activity. Ask partner #1’s opinion on partner 2’s performance, but do not disrupt partner 2. The purpose of this task is to allow the students to identify errors, self correct, and help their peers.  Cues: Turn so racket hand is closest towards the net  -Bend knees and turn waist so back is towards the net.  -Keep head facing forwards (eyes on the ball)  -Contact ball at waist height  -Point towards target in follow through  Move around the room monitoring student activity. Ask partner #1’s opinion on partner 2’s performance, but do not disrupt partner 2. The purpose of this task is to allow the students to identify errors, self correct, and help their peers. |
| **Culminating Activity**  *King of the court: (10 mins)*  Divide the courts into 3 categories: competitive, training, and non-competitive. Allow the students to select where they feel most comfortable playing to begin with. Randomly select the students who will begin as the “kings” and place them on one side of their court. The rest of the students form a line on the other side. The game begins with the non-king player hitting a forehand shot to the king. The two players will then rally, using forehand and backhand strokes learned in the lesson. If the king wins the rally he/she is awarded a point. If the other player wins the rally, they become the king. Only the king may receive points. |  | Good chance to observe students and asses their capabilities for the unit.  Provide positive and constructive feedback to individual students. |
| **Closure (5 minutes)**  “What were some of the keys elements we learned today?”  “How do we apply these to tennis?”  Next week: Volleys | Lead a stretch away from the equipment |  |