

Old Dominion University
Physical Education Lesson Plan

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Unit: Tennis

Lesson Focus: Forehand/Backhand Strike

1/5

Grade Level: 8th

Lesson Duration: 40 min.

Instructional Model: Skilled Theme

Part 1 – Standards, Objectives, and Assessment

Lesson Goal(s)

- By the end of the lesson, the students should be able to know how to use the proper technique to strike a tennis ball using a tennis racket
- The students should be able to understand how to hit a tennis ball to another person and/or target
- The students should be able to understand how to receive a tennis ball hit by another student
- The students should be able to participate in all class activities cooperatively without disturbing the class or lesson
- The students will be able to perform the activities in a safe manner

Objective:

Students will demonstrate how to strike a tennis ball with forehand and backhand strikes consistently, which will be taught during the lesson.

Domain: Psychomotor

SHAPE: Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

VA SOL: SOL 8.1d Apply and demonstrate biomechanical principles of force, motion (laws of motion), rotation, and energy.

Assessment: Students will be evaluated by a rubric with a certain amount of points that can be earned. The rubric will contain the use of the proper techniques striking forehand and backhand and the frequency throughout the lesson that the students used the proper techniques

Objective:

Students will understand how to strike a tennis ball using forehand and backhand techniques.

Domain: Cognitive

SHAPE: Standard 3- The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

VA SOL: SOL 8.2 b Identify and describe biomechanical principles (e.g. spin, rebound, effects of levels) to understand skillful movements.

Assessment: Students will be evaluated by a checklist if they understand and can demonstrate how to properly strike an object using forehand and backhand techniques.

Objective:

Students will be able to demonstrate appropriate encouragement to peers and receive feedback.

Domain: Affective

SHAPE: Standard 3- The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

VA SOL: SOL 8.4b Describe and demonstrate appropriate encouragement and feedback to peers without promoting from the teacher.

Assessment: Students will reflex on how they communicated to their peers and how that effected their peers.

Part 2 - References & Equipment

References: Instructor

Equipment: Tennis rackets, tennis balls, gator balls, yarn ball, training vests

Part 3 - Lesson Activities

Instant Activity

(Time: 5 mins)

Organization/Transition: Students will gather in center of gym and receive instructions for game of line tag.

Description: Students will play line tag with all students staying on lines of the court without jumping across lines by various methods of locomotion while designated student(s) act as tagger. Upon being tagged roles switch.

Materials: Multipurpose lined gym floor, training vests

Set Induction

(Time: 2-3mins)

Organization/Transition: Students will be sitting in front of teacher to receive directions for the day's activities.

Description: Teacher will review the learning targets. Students will be asked what they know about the proper ways to strike a tennis ball to see if they already know some aspects of the proper techniques. Then students will be told what activities they are participating in for the day.

Materials: None

Main Lesson

Activity 1

(Time 5 mins)

Ball Balance

Organization/Transition: Students will gather in front of teacher and given instructions. Once instructions are given students will get tennis racket and ball and find their own self space and begin the activity.

Description: Students will get familiar with holding the racket by attempting to balance tennis ball flat on their racket in self space.

Equipment: Tennis racket and tennis ball

Cues: Eyes on ball, strong wrist, balance

Modifications: Gator ball or yarn ball

Extensions: Introduce forehand/backhand strike to self, alternate strikes, challenge of consecutive strikes in time frame.

Activity 2

(Time: 10-15 min)

Wall Ball 1.0

Organization/Transition: Students will stand around the teacher with the ball on their racket while instructions are given. Once instructions are given students will find their own self space and begin the activity.

Description: Students will find their own self space and practice hitting the ball against a wall letting it bounce on the floor before being hit again with the racket. Students will practice both forehand and backhand passes.

Equipment: Tennis balls, gator balls, tennis rackets, and wall.

Cues: Eyes on the ball, forehand, backhand, follow through, let the ball bounce.

Modifications: Students can use a bigger ball.

Extension: Take a step back for every completed pass against the wall.

Activity 3

(Time: 10 - 15 min)

Wall Ball 2.0

Organization/Transition: Students will stand where they are with their ball on their racket while instructions are given, someone will come around and collect the extra balls. Once instructions are given students will find a partner and begin the activity.

Description: Students will find a partner and stand in their own self space facing the wall with their partner. Students will practice using forehand and backhand passing while hitting the ball against the wall and letting it bounce on the floor before hitting the ball again.

Equipment: Tennis balls, gator balls, tennis rackets, and wall.

Cues: eyes on the ball, forehand, backhand, follow through, let the ball bounce, teamwork

Modifications: use a bigger ball

Extension: take a step back for every completed pass between the wall and each partner or alternate strike technique.

Activity 4

Snake game

(Time: 10 -15 min)

Organization/Transition: Students will stand around the teacher with their ball on their racket while instructions are given. Someone will come around to collect the extra balls. Once instructions are given students will create two lines and begin the game.

Description: Students will be put into 2 groups and create 2 single file lines. The beginning students will hit the ball against the wall and run to the back of the line. The next student must return the pass in time to hit it against the wall again. This will continue until everyone has had a turn. Can create competition by seeing which group can go the longest or can complete most consecutive strikes.

Equipment: tennis balls, gator balls, tennis rackets, and wall

Cues: eyes on the ball, be ready, forehand, backhand, follow through, move quickly.

Modifications: use a bigger ball.

Extensions: alternating (student in front hits forehand the next student must use backhand and vice versa).

Closure

(Time: 5 min)

Organization/Transition: Students will stop and put their ball on their racket, someone will come around and collect them. Students will then be instructed to sit in front of the teacher to answer questions.

Description: Once students are sitting quietly; the teacher will make small groups and each group will discuss a different learning target or topic and then will share with classmates. If still need to cover missed details teacher will revisit the learning target.

Equipment: Learning Targets board/printout

Part 4 - Reflection

Did the students learn to forehand and backhand strike a tennis ball?

Can the students describe how to strike a tennis ball correctly?

Did the lesson have high activity level?

Does anything need to change to make this lesson more effective?

Did the students offer appropriate encouragement to peers?