Paddles and Racquets

Grade Level: K-2

Number of classes: 4

Class Size: 24 students

Time per Class: 50 minutes
Overview

During this unit students will be learning and participating in skills and activities used for paddle and racquet games. They will begin by learning the basic skills needed to strike an object using paddles and racquets. Students will be learning these skills through self exploration at the beginning of the unit. As the students become more skilled, they will begin incorporating the skills and strategies into team play to accomplish goals set by the teacher at the beginning of the unit. The skills learned in this unit are skills that can be incorporated in activities throughout their lifetime. Games such as tennis, racquetball, badminton, pickleball, and table tennis are all games that require the skills and strategies that will be taught throughout this unit. A successful paddle and racquet unit at the elementary level can promote a healthy lifestyle well beyond the classroom experience.

Importance

The hazards of being inactive are clear. Physical inactivity is a serious nationwide problem (Surgeon General, 1996, online). It’s clear that physically active children and adults are healthier than those who are not active. Research also shows that many Americans do not take part in regularly physical activities that contribute to a healthy lifestyle. This problem often starts at an early age. Young people today spend an incredible amount of time in a sedentary state. 38% of teens watch more than 3 hours of television per day (CDC, online, 2003). Physical education needs to be a staple of their education from a young age through graduation from high school. Physical education is a unique aspect of education in that it provides the only instruction for students in the development and maintenance of positive attitudes, essential knowledge
and physical skills. The contribution of physical education is to provide for the optimal physical development of each individual, providing instruction necessary for life-long fitness, movement, and physical well-being (NASPE, online, 2006). Good physical education experiences also contribute to social, psychological, and mental development. Without an effective physical education program in along with other academic subjects, it is impossible for students to achieve the well-rounded development they need. Physical well being of students has a direct impact on their ability to achieve academically (California Department of Education, online, 2002). Physical education is the only subject in the school curriculum which provides the opportunity for all children and youth to develop lifetime health, fitness, coordination skills, and movement experiences. Physical education instruction programs enable all children and youth to realize, acquire, and maintain knowledge of why health related fitness and movement are essential to their present and future well-being (NASPE, online, 2006). Physical Education instruction is essential for all students, from kindergarten through grade twelve. To profit from the benefits of exercise and movement and to develop essential skills in physical activities suitable for life long participation, time should be scheduled daily at all levels. The daily instructional period for elementary school pupils should be at least thirty minutes. The daily instructional period for secondary students should be a standard class period (NASPE, online, 2006).
General Behavioral Objectives

By the end of the unit, the students will be able to:

Affective:
1. Appreciate and value the benefits of striking with racquets and paddles.
2. Work with other students to safely enjoy many different forms of striking a variety of objects with racquets and paddles.

Cognitive:
1. Understand the importance of striking with racquets and paddles as a skill that carries over into a variety of different games, sports, and activities.
2. Identify activities and alternative styles for striking objects using paddles and racquets.
3. Understand how striking with paddles and racquets can be incorporated into maintaining and improving health.

Psychomotor:
1. Participate in activities that promote physical fitness.
2. Demonstrate different striking styles.
3. Demonstrate alternative striking skills that can be performed in a wide variety of active environments.
Paddles and Racquets Skills

**Basic Striking Skills**
1. Keep Eye on Object – Focus your attention on the object you’re going to strike
2. Ready Position – Feet shoulder width apart, knees bent, weight on toes, racquet out in front of you
3. Shift Weight – Shift weight from back foot to front foot as you make contact
4. Follow Through – Continuing motion after the object has been contacted for aim and power
5. Aiming/Placement – Control over where you want the object to land
6. Grip – The placement of your hand on the handle of the racquet. This is different for the forehand and backhand strokes. The forehand grip is similar to the handshake grip.

**Directional Hits**
1. Ups – Striking an object straight up into the air using the
2. Downs – Striking an object down to the ground
3. Sidearm – Striking an object from a position directly beside your body

**Hitting Styles**
1. Forehand – Striking an object using your dominant hand on your dominant side
2. Backhand – Striking an object using your dominant hand on your non-dominant side
3. Underhand – Striking an object below the waist
4. Overhead – Striking an object over head

**Striking Objects in Space**
1. Striking a Stationary Object – Hitting an object that is not moving through space
2. Striking an Object Suspended in Air – Hitting an object that is hanging from above
3. Striking a Moving Object – Hitting an object that is moving through space
Paddle and Racquet Drills

Eye on Object
a. Simple: The student will strike a stationary object (beach ball on a tee) using their racquet or paddle. The students will be aiming for the “X” on the ball written in permanent marker. 5 times each.
b. Compound: The student will strike a suspended object at eye level (tennis ball on a string from a basketball hoop) using their racquet or paddle. Teacher will write letters on the ball with permanent marker. Students will identify which letter they strike every time they swing. 5 times each.
c. Complex: The student will strike a beach ball that is thrown to them by a partner. They will continue to aim for the “X” that is drawn on the ball with a permanent marker. 10 times each.

Ready Position
a. Simple: Student will demonstrate ready position with their racquet on command in a group. 3 times.
b. Compound: Student will demonstrate ready position and swing their racquet. 5 times each, in a circle spread out.
c. Complex: Student will demonstrate ready position, swing their racquet, and return to ready position. 5 times each, in a single file line with space between students.

Shift Weight
a. Simple: Student will shift weight from back foot to front foot. As a class in a circle.
b. Compound: Student will shift weight from back foot to front foot while swinging the racquet. As a class in a circle with space between students. 5 times.
c. Complex: Student will shift weight from back foot to front foot while striking an object. In partners, 10 times each.

Follow Through
a. Simple: Student will practice the follow through with a racquet 5 times as a group.
b. Compound: Student will run up to a line, hit the ball at a wall, catch the ball and back pedal to the starting point 10 times each.
c. Complex: Student will run up to a line, hit the ball to the wall, get into ready position, hit the ball again and run to the end of the line. The next student will repeat, so it is a continuous activity. This drill will last for 3 minutes.

Aiming/Placement
a. Simple: Student will strike a stationary object (ball on a tee), aiming for a hula hoop 3 feet in front of them. 10 times.
b. Compound: Student will strike a suspended object (tennis ball on a string from a basketball hoop), aiming the ball to one side and then the other. 15 times.
c. Complex: Student will strike an object tossed to them by a partner, aiming the ball to hula hoops placed 3 feet in front of them. 10 times each.

**Ups**

a. Simple: Student will strike the ball straight up into the air once and let it drop. 10 times in a circle.
b. Compound: Student will strike the ball continuously up into the air without letting it drop to the floor. Students will spread into their own space and continue for 5 minutes.
c. Complex: Student will strike the ball up against a wall continuously. 5 minutes, side by side with space between students.

**Downs**

a. Simple: Student will strike the ball down to the ground once. 10 times in a circle.
b. Compound: Student will strike the ball down to the ground continuously. Students will spread into their own space and continue for 5 minutes.
c. Complex: Student will strike the ball back and forth with a partner having the ball bounce in between them. Students will stand facing each other behind lines marked on the floor 10 feet apart. 5 minutes.

**Sidearm – Forehand (Teach Grip)**

a. Simple: Student will strike a suspended object (tennis ball on a string from a basketball hoop). 10 times.
b. Compound: Student will drop the ball and strike it toward the wall in front of them. Student will stand behind a tape line marked 5 feet away from the wall. 10 times.
c. Complex: Student will drop the ball and strike it, aiming the ball toward designated spots on the wall. Student will stand behind a tape line marked 5 feet away from the wall. 10 times.

**Sidearm – Backhand (Teach Grip)**

a. Simple: Student will strike a suspended ball (tennis ball on a string from a basketball hoop). 10 times.
b. Compound: Student will drop the ball and strike it toward the wall in front of them. Student will stand behind a tape line marked 5 feet away from the wall. 10 times.
c. Complex: Student will drop the ball and strike it, aiming the ball toward designated spots on the wall. Student will stand behind a tape line marked 5 feet away from the wall. 10 times.

**Underhand**

a. Simple: Student will drop the ball in front of them, step forward, strike the ball before it bounces. They will hit the ball into a net or against a wall. 10 times.
b. Compound: Student will throw the ball against a wall, step forward, and strike the ball after it bounces off the wall. Student will stand 5 feet away from the wall. 10 times.
c. Complex: Student will drop the object in front of them, step forward, strike the ball into the wall and keep hitting it continuously off the bounce. Student will stand 5 feet away from the wall. 5 minutes.

**Overhead**

a. Simple: Student will strike a suspended ball (tennis ball on a string from a basketball hoop). 10 times.

b. Compound: Student will throw the ball into the air and strike it into the wall. Student will stand approximately 5 feet away from the wall. 10 times.

c. Complex: Student will strike the ball into the wall that has been tossed toward them by their partner. Student will stand approximately 5 feet away from the wall. 15 times each partner.

**Striking a Stationary Object**

a. Simple: Student will strike the ball with their hand into a net or wall. Student will stand 3 feet away from the wall. Ball will be stationary sitting on a tee. 10 times.

b. Compound: Student will strike the ball with their racquet/paddle into a net or wall. Student will stand 3 feet away from the wall. Ball will be stationary sitting on a tee. 10 times.

b. Complex: Student will strike the ball with their racquet/paddle and aim it toward a hula hoop on the floor 5 feet in front of them. Ball will be stationary sitting on a tee. 15 times.

**Striking a Suspended Object**

a. Simple: Student will strike the ball with their hand. Tennis ball on a string from a basketball hoop. 10 times.

b. Compound: Student will strike the ball with their racquet/paddle. Tennis ball on a string from a basketball hoop. 10 times.

c. Complex: Student will strike the ball with their racquet/paddle continuously. Tennis ball on a string from a basketball hoop. 5 minutes.

**Striking a Moving Object**

a. Simple: Student will strike a ball that their partner has thrown to them with their hand. The ball will be hit back to their partner who is standing 5 feet in front of them. 10 times each.

b. Compound: Student will strike a ball that their partner has thrown to them with their racquet/paddle. The ball will be hit back to their partner who is standing 5 feet in front of them. 10 times each.

c. Complex: Student will strike a ball that their partner has thrown to them with their racquet/paddle and aim it toward a hula hoop on the floor 5 steps in front of them. 5 times each.
Paddles and Racquets Games

**Popcorn**
Purpose: Students will practice the different hitting techniques while working on their hand-eye coordination.

Equipment:
- One ball for each student
- One paddle or racquets

Safety:
- Plan for appropriate space
- Set boundaries for class – avoiding any dangerous areas
- Keep log of equipment condition
- Set rules and consequences for equipment use
- Check equipment in and out
- Wait until directions or commands are given
- Be respectful to others, equipment and yourself
- Set rules and consequences for behavior

Skills:
- Keep eye on ball
- Hand-eye coordination
- Grip
- Ups and downs
- Ready position

The Game:
- Place ball on racquet and keep ball from falling off.
- Bounce the ball into the air and catch. Bounce and Catch. Repeat.
- Dribbling the ball on the ground. Start off stationary and progress into moving around the floor. Switch hands from time to time.
- Hit the ball into the air, let it bounce, hit ball into air, let it bounce, etc.
- Continuously hit the ball into the air.
- Hit ball into air, clap your hands and hit the ball again before it hits the ground. Hit the ball into the air, touch the ground, and hit the ball again.

**Partner Popcorn**
Purpose: Students will practice similar skills, this time working with a partner.

Equipment:
- One ball per pair
- Paddle or racquet for every student

Safety:
- Plan for appropriate space
- Set boundaries for class – avoiding any dangerous areas
- Keep log of equipment condition
- Set rules and consequences for equipment use
- Check equipment in and out
- Wait until directions or commands are given
- Be respectful to others, equipment and yourself
• Set rules and consequences for behavior

Skills:
• Keep eye on ball
• Hand-eye coordination
• Grip
• Ups and downs
• Ready position

The Game:
• One partner tosses the ball, the other return the ball using both forehand and backhand. One partner works on hitting, the other throws and catches.
• Stroke the ball back and forth with a partner. Alternate between forehand and backhand. The ball can touch the ground between strokes.
• Play back and forth over a net. The net can start as a line, move to a bench, and moving to a full net.
• Volley between partners, keeping the ball off the ground and alternating forehand and backhand strokes.

Survivor
Purpose: Students will practice their control over the ball, while trying to keep possession of their flags. They will also try to eliminate others by snatching their flags.

Equipment:
• One ball per student
• Paddles or Racquets for the entire class
• Two flags or handkerchiefs per student

Safety:
• Plan for appropriate space
• Set boundaries for class – avoiding any dangerous areas
• Keep log of equipment condition
• Set rules and consequences for equipment use
• Check equipment in and out
• Wait until directions or commands are given
• Be respectful to others, equipment and yourself
• Set rules and consequences for behavior

Skills:
• Hand-eye coordination
• Ups
• Downs

The Game:
• Each student will begin with one racquet, one tennis ball, and two flags on their waist (flag football flags or handkerchiefs).
• Once the game begins, students will bounce the ball up on their racquet while trying to snatch their classmates’ flags.
• Students are knocked out of the game by losing control of their ball or losing a flag to their classmate.
• Once the student is out, they must perform 10 pushups and ten consecutive “ups” with their racquet and ball.
**Endless Relay**

**Purpose:** Students will be active while practicing their control over a ball with their paddle. They will demonstrate teamwork and mastery of aim while using the fore and back hand.

**Equipment:**
- One ball per team
- Paddles or Racquets for every student

**Safety:**
- Keep log of equipment condition
- Set rules and consequences for equipment use
- Check equipment in and out
- Wait until directions or commands are given
- Be respectful to others, equipment and yourself

**Skills:**
- Forehand
- Backhand
- Grip
- Aim
- Control

**The Game:**
- Split the class into four groups; two groups would make up one “team.”
- Tape squares will mark spots on two different walls, enough squares for the number of groups in the class.
- There will be a beach ball at each line.
- The first person will bounce the ball and perform one hit (forehand, backhand) into the square.
- The student has three chances to make it into the square before they rotate.
- After striking the ball, they catch the ball and hand it the next student and rotate to the line across the court.
- On rotation, the students will imitate an animal (bear, crab, snake, bunny).

**Stop Light**

**Purpose:** Students will practice their aim while competing against other teams.

**Equipment:**
- 3 hula hoops per team
- 3 wiffle balls per team
- Racquets or paddles for every student

**Safety:**
- Set boundaries for class – avoiding any dangerous areas
- Set rules and consequences for equipment use
- Check equipment in and out
- Wait until directions or commands are given
- Appropriate activities for skill level

**Skills:**
- Aim
• Forehand
• Follow through
• Hand-eye coordination

The Game:
• Class will split into teams of three.
• Each team gets 3 hula hoops and 3 wiffle balls. Use Tennis balls if it’s windy outside.
• Hula hoops will line up like a stop light. Closest hoop (the green light) will be worth one point, middle (yellow light) worth two, and the farthest hoop (red light) is worth 3 points.
• Closest hula hoops will start 10 feet apart. Adjustments can be made to accommodate skill level.
• Students will stand behind hula hoops.
• Each player gets one chance to land their ball in any hula hoop of the opposing team. Points will be kept by the individual teams.
• Underhand hitting style off the drop.
• Teams will alternate hitting toward the hula hoops.
• After 2.5 minutes, teams on one side will rotate one “court” to the left.

Conveyor Belt
Purpose: Students will work on racquet control in combination with speed. Team members must work together in order to be successful.

Equipment:
• Racquet for each student
• One ball for each team

Safety:
• Plan for appropriate space
• Set rules and consequences for equipment use
• Check equipment in and out
• Wait until directions or commands are given

Skills:
• Control
• Hand-eye coordination
• Grip

The Game:
• Each student will have a tennis racquet.
• Students will break into teams of four.
• Teams will line up in single file lines behind the designated starting line.
• The back person in line for each team will balance a tennis ball on their racquet. On teacher command (“Go!”), move the ball from racquet to racquet up the line to the front. Immediately after passing ball to person in front of you, run to the front of the line. Team wins when the entire team crosses the finish line.
• Hands can touch racquet only. No hands on tennis ball.
• If ball hits the ground, team starts over.
• All teams finish.
**Fox and the Hound**

Purpose: This game is to get the students moving at the beginning of class to warm up.

Equipment: None

Safety:
- Plan for appropriate space
- Warn students of safety hazards
- Wear proper clothes and shoes
- Warm up before working out and cool down afterwards

Skills:
- Body control
- Imitating skills
- Listening skills

The Game:
- Start in a single file line.
- The person in the front of the line starts with any locomotive movement they choose.
- Everyone else does what the first person does.
- The last person in line tries to get to the front of line and then changes the activity.
- This pattern continues on until the teacher stops it.

**React**

Purpose: Students will enhance their forehand skills while reacting to a moving object

Equipment:
- Two tennis balls per group
- Racquet for each student

Safety:
- Awareness of surroundings
- Set boundaries for class – avoiding any dangerous areas
- Set rules and consequences for equipment use
- Check equipment in and out
- Wait until directions or commands are given

Skills:
- Follow through
- Forehand
- Reaction time

The Game:
- Students will be put into groups of two.
- Each group gets two tennis balls.
- Group members face each other with one member holding both tennis balls.
- Students will stand approximately 3 feet apart.
- The partner with both balls will drop one of the two. The other partner will imitate a swing and catch the ball before it bounces twice.
- Each partner gets 5 chances to catch the ball.
Health and Safety

Facility
- Awareness of surroundings
- Check for safety concerns prior to class
- Plan for appropriate space
- Set boundaries for class – avoiding any dangerous areas
- Warn students of safety hazards

Equipment
- Inspect for damage
- Keep log of equipment condition
- Set rules and consequences for equipment use
- Check equipment in and out
- Be respectful to others, equipment and yourself

Student Safety
- Wear proper clothes and shoes
- Warm up before working out and cool down afterwards
- Wait until directions or commands are given
- Be respectful to others, equipment and yourself
- Set rules and consequences for behavior
- Appropriate activities for skill level
### Block Plan

#### Day 1

**Beginning**
- Anticipatory set – Good morning class today we begin our racquet and paddle unit. Can anybody name a sport or game that uses paddles or racquets?

**Introductory Activity** – Fox and Hound

**HRF** – Push-ups

**Middle**

**Major Tasks**
1. Grip
2. Swing – Stance and Follow Through
3. Keep Eye on Ball
4. Placement

**Application Activity** – Popcorn

**End**

**Closure of lesson** – Review Questions

**Assessment** – Teacher observation during review

**Preview** – Directional Hitting

#### Day 2

**Beginning**
- Anticipatory set – Today we will work on directional hitting. Can anyone name a directional hit?

**Introductory Activity** – Conveyor Belt

**HRF** – Core Strengthening

**Middle**

**Major Tasks**
1. Ups
2. Downs

**Application Activity** – Survivor

**End**

**Closure of lesson** – Gather around, good work today class

**Recap of lesson** – Review Questions

**Assessment** – Teacher observation during review

**Preview** – Forehand & Backhand

#### Day 3

**Beginning**
- Anticipatory set – Today we will be learning the forehand and the backhand hitting styles.

**Introductory Activity** – Partner Popcorn

**HRF** - Plyos

**Middle**

**Major Tasks**
1. Sidearm (forehand)
2. Sidearm (backhand)
3. Striking moving object

**Application Activity** – Endless Relay

**End**

**Closure of lesson** – Review Questions

**Assessment** – Teacher observation during review

**Preview** – Underhand & Overhead

#### Day 4

**Beginning**
- Anticipatory set – Today we will review the forehand and backhand and introduce underhand and overhead hitting styles.

**Introductory Activity** – React

**HRF** – Hit It

**Middle**

**Major Tasks**
1. Underhand
2. Overhead
3. Striking suspended object
4. Striking moving object

**Application Activity** – Stop Light

**End**

**Closure of lesson** – Review Questions

**Assessment** – Teacher observation during review

**Preview** – Tomorrow will be a unit test
Appendix

Beginning:
Introductory Activity
Day 1
Fox and the Hound
• Start in a single file line
• The person in the front of the line starts with any locomotive movement they choose
• Everyone else does what the first person does
• The last person in line tries to get to the front of line and then changes the activity
• This pattern continues on until the teacher stops it.

Day 2
Conveyor Belt
• Each student will have a tennis racquet.
• Students will break into teams of four.
• Teams will line up in single file lines behind the designated starting line.
• The back person in line for each team will balance a tennis ball on their racquet. On teacher command (“Go!”), move the ball from racquet to racquet up the line to the front. Immediately after passing ball to person in front of you, run to the front of the line. Team wins when the entire team crosses the finish line.
• Hands can touch racquet only. No hands on tennis ball.
• If ball hits the ground, team starts over.
• All teams finish.

Day 3
Partner Popcorn – Students will practice similar skills, this time working with a partner. The skills to be mastered this time are as follows:
• One partner tosses the ball, the other return the ball using both forehand and backhand. One partner works on hitting, the other throws and catches.
• Stroke the ball back and forth with a partner. Alternate between forehand and backhand. The ball can touch the ground between strokes.
• Play back and forth over a net. The net can start as a line, move to a bench, and moving to a full net.
• Volley between partners, keeping the ball off the ground and alternating forehand and backhand strokes.

Day 4
React
• Students will be put into groups of two.
• Each group gets two tennis balls.
• Group members face each other with one member holding both tennis balls.
• Students will stand approximately 3 feet apart.
• The partner with both balls will drop one of the two. The other partner will imitate a swing and catch the ball before it bounces twice.
• Each partner gets 5 chances to catch the ball.
**Health Related Fitness Activity**

**Day 1**
Push-ups – 3 sets of 5, last set on fingertips

**Day 2**
Core Strengthening – 10 sit ups, leg raisers for 20 seconds, superman for 30 seconds

**Day 3**
Plyos – lung walk 20 steps, 20 “frog” (squat) jump, wall sit for 20 seconds

**Day 4**
Hit It – jog in place, on command (“Hit It”) students will drop down and touch stomachs to the ground and get back up as fast as they can – 1 minute

**Middle:**
**Major Task**

**Day 1**
Eye on Object

d. Simple: The student will strike a stationary object (beach ball on a tee) using their racquet or paddle. The students will be aiming for the “X” on the ball written in permanent marker.

e. Compound: The student will strike a suspended object at eye level (tennis ball on a string from a basketball hoop) using their racquet or paddle. Teacher will write letters on the ball with permanent marker. Students will identify which letter they strike every time they swing.

f. Complex: The student will strike a beach ball that is thrown to them by a partner. They will continue to aim for the “X” that is drawn on the ball with a permanent marker.

Ready Position

d. Simple: Student will demonstrate ready position with their racquet on command.

e. Compound: Student will demonstrate ready position and swing their racquet.

f. Complex: Student will demonstrate ready position, swing their racquet, and return to ready position.

Shift Weight

d. Simple: Student will shift weight from back foot to front foot.

e. Compound: Student will shift weight from back foot to front foot while swinging the racquet.

f. Complex: Student will shift weight from back foot to front foot while striking an object.

Follow Through

d. Simple: Student will practice the follow through with no racquet.
e. Compound: Student will practice the follow through with a racquet.
f. Complex: Student will practice the follow through with a racquet while striking an object.

Aiming/Placement

d. Simple: Student will strike a stationary object (ball on a tee), aiming for a hula hoop 3 feet in front of them.
e. Compound: Student will strike a suspended object (tennis ball on a string from a basketball hoop), aiming the ball to one side and then the other.
f. Complex: Student will strike an object tossed to them by a partner, aiming the ball to hula hoops placed 3 feet in front of them.

Day 2
Ups

d. Simple: Student will strike the ball straight up into the air once and let it drop.
e. Compound: Student will strike the ball continuously up into the air without letting it drop to the floor.
f. Complex: Student will strike the ball up against a wall continuously.

Downs

d. Simple: Student will strike the ball down to the ground once.
e. Compound: Student will strike the ball down to the ground continuously.
f. Complex: Student will strike the ball back and forth with a partner having the ball bounce in between them. Students will stand facing each other behind lines marked on the floor 10 feet apart.

Day 3
Sidearm – Forehand (Teach Grip)

d. Simple: Student will strike a suspended object (tennis ball on a string from a basketball hoop).
e. Compound: Student will drop the ball and strike it toward the wall in front of them. Student will stand behind a tape line marked 5 feet away from the wall.
f. Complex: Student will drop the ball and strike it, aiming the ball toward designated spots on the wall. Student will stand behind a tape line marked 5 feet away from the wall.

Sidearm – Backhand (Teach Grip)

d. Simple: Student will strike a suspended ball (tennis ball on a string from a basketball hoop).
e. Compound: Student will drop the ball and strike it toward the wall in front of them. Student will stand behind a tape line marked 5 feet away from the wall.
f. Complex: Student will drop the ball and strike it, aiming the ball toward designated spots on the wall. Student will stand behind a tape line marked 5 feet away from the wall.

Day 4
Underhand
  
  d. Simple: Student will drop the ball in front of them, step forward, strike the ball before it bounces. They will hit the ball into a net or against a wall.
  
  e. Compound: Student will throw the ball against a wall, step forward, and strike the ball after it bounces off the wall. Student will stand 5 feet away from the wall.
  
  f. Complex: Student will drop the object in front of them, step forward, strike the ball into the wall and keep hitting it continuously off the bounce. Student will stand 5 feet away from the wall.

Overhead
  
  d. Simple: Student will strike a suspended ball (tennis ball on a string from a basketball hoop).
  
  e. Compound: Student will throw the ball into the air and strike it into the wall. Student will stand approximately 5 feet away from the wall.
  
  f. Complex: Student will strike the ball into the wall that has been tossed toward them by their partner. Student will stand approximately 5 feet away from the wall.

Application Activity

Day 1

Popcorn – Students will practice the different hitting techniques while working on their hand-eye coordination. The skills to be performed are as follows:
  - Place ball on racquet and keep ball from falling off.
  - Bounce the ball into the air and catch. Bounce and Catch. Repeat.
  - Dribbling the ball on the ground. Start off stationary and progress into moving around the floor. Switch hands from time to time.
  - Hit the ball into the air, let it bounce, hit ball into air, let it bounce, etc.
  - Continuously hit the ball into the air.
  - Hit ball into air, clap your hands and hit the ball again before it hits the ground. Hit the ball into the air, touch the ground, and hit the ball again.

Day 2

Survivor – Each student will begin with one racquet, one tennis ball, and two flags on their waist (flag football flags or handkerchiefs). Once the game begins, students will bounce the ball up on their racquet while trying to snatch their classmates’ flags. Students are knocked out of the game by losing control of their ball or losing a flag to their classmate. Once the student is out, they must perform 10 pushups and ten consecutive “ups” with their racquet and ball.

Day 3

Endless Relay – Class will split into four groups; two groups will make up one “team.” Tape squares will mark spots on two different walls, enough squares for the number of groups in the class. There will be a beach ball at each line. The first person will bounce the ball and perform one hit (forehand, backhand) into the square. The student has three chances to make it into the square before they rotate. After striking the ball, they catch
the ball and hand it the next student and rotate to the line across the court. On rotation, the students will imitate an animal (bear, crab, snake, bunny).

**Day 4**  
**Stop Light**  
- Class will split into teams of three.  
- Each team gets 3 hula hoops and 3 wiffle balls. Use Tennis balls if it’s windy outside.  
- Hula hoops will line up like a stop light. Closest hoop (the green light) will be worth one point, middle (yellow light) worth two, and the farthest hoop (red light) is worth 3 points.  
- Closest hula hoops will start 10 feet apart. Adjustments can be made to accommodate skill level.  
- Students will stand behind hula hoops.  
- Each player gets one chance to land their ball in any hula hoop of the opposing team. Points will be kept by the individual teams.  
- Underhand hitting style off the drop.  
- Teams will alternate hitting toward the hula hoops.  
- After 2.5 minutes, teams on one side will rotate one “court” to the left.

**End:**  
**Closure Questions**  
**Day 1**  
1. Can some one show me the proper grip?  
2. Can some one show me the proper swing?  
3. Why is it important to keep your eye on the ball?  
4. Can everybody show me the ready position?  

**Day 2**  
1. Was it easier for you to hit it up or down? Why?  
2. What other games or activities could you use these skills in?  

**Day 3**  
1. Spread out. Can everybody show me the forehand swing?  
2. Can everybody show me the backhand swing?  
3. Which one is easier? Why?  
4. Where have you seen these skills before?  

**Day 4**  
1. Can everybody show me the overhead swing?  
2. Can everybody show me the underhand swing?  
3. Which did you have more success with? Why?
Special Activities and Alternative Plans

1. No Gym – In the case of the gym not being available a FITT card day. Fitness cards are a deck of cards with exercises on them. None of the exercises require weights or equipment. Each student will pick a card from the deck which will have an exercise on it for the entire class to do. If every student chooses a card before the end of the period continue on with a second round. (fitdeck.com)

2. Equipment Problems – Classroom management practice day. We will spend the day practicing classroom management activities. These activities will include:
   - Start and Stop signal
   - Getting equipment and putting it back
   - Finding a partner - toe to toe, go to middle
   - Squad formation
(Managing Students in Physical Movement Settings)

3. Rainy Day & No Gym Space – Swiss balls and plyometrics in the hallway. We will spend the class going through different plyo movements and Swiss ball activities as found in the ______________ packet. (____source____)
Equipment and Supplies

Equipment
1. Enough racquets and paddles for every student in class
2. Enough tennis balls and wiffle balls for every student
3. String to hang tennis balls
4. Enough hula hoops for every student
5. Permanent marker
6. Tape – to mark walls, floors and balls and to make boundaries

Space requirements
1. Gym
2. Open field area outside
3. Concrete area outside
Motivation Techniques

Audiovisuals
• Posters of famous athletes on the walls – Forrest Gump playing ping pong, Andy Roddick & Roger Federer playing tennis
• High energy music in the background

Tournaments, Meets and Performances
• Individual Goals – improve “up” consecutives
• Group Goals – entire class is able to meet lesson objectives

Events and Awards
• Most improved award
• Best effort award
• Most helpful award
• Prize for entire class meeting set goal
Teacher Behavior

**Day 1** - Direct – Providing instruction to either the entire class or small groups and guides the pace and direction of the class. Explain, demonstrate, then have students perform.

**Day 2** - Cooperative learning – Focuses on the importance of people working together to accomplish common goals, groups of students working together to achieve a goal.

**Day 3** - Guided discovery – When there is a predetermined choice or result that the teacher wants students to discover.

**Day 4** - Free exploration – Student centered style of learning, guided by the teacher it is limited to the selection of the instructional materials to be used and designation of the area to be explored.
Evaluation of Student Learning

Cognitive:
1. The students will be tested on their understanding of the skills through an oral exam that can be found below. (Cognitive Objective 1 & 2)
2. Students will demonstrate understanding through correctly answering questions found on the oral exam below regarding health benefits and alternative styles of striking. (Cognitive Objectives 2 & 3)

Psychomotor:
1. Students will demonstrate skill mastery by passing skill tests at the end of the unit. Passing at a rate of 7 out of 10 on all skills. Students will be able to retest until they are able to pass. (Psychomotor Objectives 2 & 3)

Affective:
1. Daily points will be awarded for cooperation and participation through teacher observation. Rubric below. (Affective Objectives 1 & 2, Psychomotor Objective 1).
2. Respect for others and self, daily participation, and teamwork and sportsmanship as assessed by grading scale below.
# Daily Points

Teacher Name: **Erin Boese & Tony Stadtherr**

Student Name: __________________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attitude</strong></td>
<td>Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).</td>
<td>Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).</td>
<td>Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).</td>
<td>Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).</td>
<td></td>
</tr>
<tr>
<td>Focus on the task</td>
<td>Consistently stays focused on the task and what needs to be done. Very self-directed.</td>
<td>Focuses on the task and what needs to be done most of the time. Other group members can count on this person.</td>
<td>Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.</td>
<td>Rarely focuses on the task and what needs to be done. Lets others do the work.</td>
<td></td>
</tr>
<tr>
<td>Working with Others</td>
<td>Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.</td>
<td>Usually listens to, shares with, and supports the efforts of others. Does not cause &quot;waves&quot; in the group.</td>
<td>Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.</td>
<td>Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.</td>
<td></td>
</tr>
<tr>
<td>Quality of Work</td>
<td>Provides work of the highest quality.</td>
<td>Provides high quality work.</td>
<td>Provides work that occasionally needs to be checked/redone by other group members to ensure quality.</td>
<td>Provides work that usually needs to be checked/redone by others to ensure quality.</td>
<td></td>
</tr>
<tr>
<td>Preparedness</td>
<td>Brings needed materials to class and is always ready to work.</td>
<td>Almost always brings needed materials to class and is ready to work.</td>
<td>Almost always brings needed materials but sometimes needs to settle down and get to work.</td>
<td>Often forgets needed materials or is rarely ready to get to work.</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>

Total Points: _______
Oral Exam

1. What are some of the healthy behaviors we practiced during our Paddles and Racquets Unit?

2. What are the different styles of striking a ball while using a paddle or racquet?

3. What are the components of the Ready Position?

4. How will you use these skills in the future? (Games, Life Activities)
Skills Checklist

Name ________________________________

Check (✓) to indicate which of the critical elements are PRESENT.

Skill
1. Ready position - quick feet to position.
2. Eye on Object.
4. Follow through.
5. Grip.
6. Controlled aiming and placement.
7. Ups.
8. Downs.
10. Forehand.
12. Underhand.
13. Overhead
15. Striking suspended objects.

Forehand Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Never 0</th>
<th>Sometimes 1</th>
<th>Usually 2</th>
<th>Always 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses correct grip.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Begins and ends in ready position.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Makes solid contact with the object.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Keeps eye on the object.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Shifts weight during swing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Follows through.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Plan One

Grade: K-2
Unit: Paddles and Racquets
Equipment:
- Paddles
- Racquets
- Balls – pickle balls & quasi-vb balls – one for every pair
- Tape – X’s on the floor/wall
- String
- Hula Hoops – one for each pair
- Basketball Hoops – or other object to tie string for suspended balls

Lesson #: 1 of 4
Content focus: Basic Skills
Behavior Objectives: By the end of the lesson the student will be able to:
Affective:
- Display a positive attitude by respecting the equipment. Assessed by daily points awarded by teacher observation.
Cognitive:
- Explain the importance of ready position.
- Explain the importance of a firm grip.
Psychomotor:
- Demonstrate the skill of aim by making a ball land in a hula hoop 8 out of 10 times.
- Demonstrate proper grip and ready position.

Safety concerns:
- Students will remain on the main floor, staying away from equipment at the side.
- Students will treat equipment and others with respect.
- Students will follow physical education dress code including tennis shoes, tee-shirt, athletic pants and no jewelry.
- No food or drink in the gymnasium.
- Pay attention at all times.

Lesson 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
<th>Cues</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1</td>
<td><strong>Beginning</strong></td>
<td></td>
<td>Semi-circle</td>
</tr>
<tr>
<td></td>
<td>Anticipatory Set:</td>
<td></td>
<td>O O</td>
</tr>
<tr>
<td></td>
<td>• See lecture notes</td>
<td>• Circle Up</td>
<td>O O</td>
</tr>
<tr>
<td></td>
<td>1-4 Warm Up:</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>• Fox and Hound</td>
<td></td>
<td>O O O O</td>
</tr>
<tr>
<td></td>
<td>• See lecture notes</td>
<td>• 4 Single file lines</td>
<td></td>
</tr>
<tr>
<td>4-5</td>
<td>Health Related Fitness:</td>
<td></td>
<td>O</td>
</tr>
<tr>
<td></td>
<td>• Push Ups</td>
<td>• Spread Out</td>
<td>O O</td>
</tr>
<tr>
<td></td>
<td>• See lecture notes</td>
<td></td>
<td>O</td>
</tr>
</tbody>
</table>
Middle

Major task 1: Keep Eye on Ball & Grip
  • See Lecture Notes

Major Task 2: Swing – Stance and Follow Through
  • See Lecture Notes

Major Task 3: Placement
  • See Lecture Notes

Application activity: Popcorn
  • See Lecture Notes

Ending

Closure:
  • See Lecture Notes

Tomorrow:
We will focus on directional hitting.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-17</td>
<td>Line up in partners behind a tee</td>
<td>X</td>
</tr>
<tr>
<td>17-29</td>
<td>Line up in single file line</td>
<td>O O O O</td>
</tr>
<tr>
<td>29-40</td>
<td>Line up at a wall</td>
<td>W O O O O</td>
</tr>
<tr>
<td>40-47</td>
<td>Line up behind a hula hoop with a partner</td>
<td>hh O O hh O O</td>
</tr>
<tr>
<td>47-50</td>
<td>Spread Out</td>
<td>O O O</td>
</tr>
<tr>
<td></td>
<td>Circle Up</td>
<td>Circle O</td>
</tr>
</tbody>
</table>

Lecture Notes

Anticipatory set – Good morning class today we begin our racquet and paddle unit. Can anybody name a sport or game that uses paddles or racquets?

Fox and the Hound
  • Start in a single file line
  • The person in the front of the line starts with any locomotive movement they choose
  • Everyone else does what the first person does
  • The last person in line tries to get to the front of line and then changes the activity
  • This pattern continues on until the teacher stops it.

Push-ups – 3 sets of 5, last set on fingertips
Eye on Object
  g. Simple: The student will strike a stationary object (beach ball on a tee) using their racquet or paddle. The students will be aiming for the “X” on the ball written in permanent marker.
  h. Compound: The student will strike a suspended object at eye level (tennis ball on a string from a basketball hoop) using their racquet or paddle. Teacher will write letters on the ball with permanent marker. Students will identify which letter they strike every time they swing.
  i. Complex: The student will strike a beach ball that is thrown to them by a partner. They will continue to aim for the “X” that is drawn on the ball with a permanent marker.

Ready Position
  g. Simple: Student will demonstrate ready position with their racquet on command.
  h. Compound: Student will demonstrate ready position and swing their racquet.
  i. Complex: Student will demonstrate ready position, swing their racquet, and return to ready position.

Shift Weight
  g. Simple: Student will shift weight from back foot to front foot.
  h. Compound: Student will shift weight from back foot to front foot while swinging the racquet.
  i. Complex: Student will shift weight from back foot to front foot while striking an object.

Follow Through
  g. Simple: Student will practice the follow through with no racquet.
  h. Compound: Student will practice the follow through with a racquet.
  i. Complex: Student will practice the follow through with a racquet while striking an object.

Aiming/Placement
  g. Simple: Student will strike a stationary object (ball on a tee), aiming for a hula hoop 3 feet in front of them.
  h. Compound: Student will strike a suspended object (tennis ball on a string from a basketball hoop), aiming the ball to one side and then the other.
  i. Complex: Student will strike an object tossed to them by a partner, aiming the ball to hula hoops placed 3 feet in front of them.

Popcorn – Students will practice the different hitting techniques while working on their hand-eye coordination. The skills to be performed are as follows:
- Place ball on racquet and keep ball from falling off.
- Bounce the ball into the air and catch. Bounce and Catch. Repeat.
- Dribbling the ball on the ground. Start off stationary and progress into moving around the floor. Switch hands from time to time.
- Hit the ball into the air, let it bounce, hit ball into air, let it bounce, etc.
- Continuously hit the ball into the air.
- Hit ball into air, clap your hands and hit the ball again before it hits the ground. Hit the ball into the air, touch the ground, and hit the ball again.

Closure

5. Can some one show me the proper grip?
6. Can some one show me the proper swing?
7. Why is it important to keep your eye on the ball?
8. Can everybody show me the ready position?
Lesson Plan Two

Grade: K-2  
Unit: Paddles and Racquets  
Equipment:
• Paddles  
• Racquets  
• Balls  
• Two flags or handkerchiefs per student  

Lesson #: 2 of 4  
Content focus: Ups and downs  

Behavior Objectives: By the end of the lesson the student will be able to:  
Affective:
• Display a positive attitude by respecting the equipment. Assessed by daily points awarded by teacher observation.  
Cognitive:
• Explain the importance of ups and downs.  
• Explain the importance of a firm grip.  
Psychomotor:
• Demonstrate hand eye coordination by consecutively hitting the ball up in the air 10 times.  
• Demonstrate proper grip and ready position.  

Safety concerns:  
• Students will remain on the main floor, staying away from equipment at the side.  
• Students will treat equipment and others with respect.  
• Students will follow physical education dress code including tennis shoes, tee-shirt, athletic pants and no jewelry.  
• No food or drink in the gymnasium.  
• Pay attention at all times.  

Lesson 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
<th>Cues</th>
<th>Organization</th>
</tr>
</thead>
</table>
| 0-1  | **Beginning**  
Anticipatory Set:  
• See lecture notes |  
• Circle Up | Semi-circle  
O O  
O O  
X |
| 1-8  | Warm Up:  
• Conveyor belt  
• See lecture notes |  
• Single file line  
• When I say go  
• Hands can’t touch the ball | O O O O  
X |
| 8-10 | Health Related Fitness:  
• Core strengthening  
• See lecture notes |  
• Spread Out | O O  
O  
X |
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Description</th>
<th>Diagram</th>
</tr>
</thead>
</table>
| 10-22 | **Middle** | Major task 1: Ups  
- See Lecture Notes  
Major Task 2: Downs  
- See Lecture Notes |  
- Spread out  
- Find a spot near the wall  
- Stay in your area  
- Spread out within the designated area  
- Stay in your area  
- Partner up (for complex drill) | O O O  
O O O  
X |
| 22-33 |  |  |  |
| 33-47 | Application activity: Survivor  
- See Lecture Notes |  |  |
| 47-50 | **Ending** | Closure:  
- See Lecture Notes  
Tomorrow: We will focus on the forehand and backhand. | Circle Up  
- Circle  
O O  
X  
O O  
X |

**Lecture Notes**

**Anticipatory set** – Good morning class today we will work on directional hitting. Can anyone name a directional hit?

**Conveyor Belt**

Purpose: Students will work on racquet control in combination with speed. Team members must work together in order to be successful.

Equipment:
- Racquet for each student
- One ball for each team

Safety:
- Plan for appropriate space
- Set rules and consequences for equipment use
- Check equipment in and out
- Wait until directions or commands are given

Skills:
- Control
- Hand-eye coordination
- Grip
The Game:
- Each student will have a tennis racquet.
- Students will break into teams of four.
- Teams will line up in single file lines behind the designated starting line.
- The back person in line for each team will balance a tennis ball on their racquet.
  On teacher command (“Go!”), move the ball from racquet to racquet up the line to
  the front. Immediately after passing ball to person in front of you, run to the front
  of the line. Team wins when the entire team crosses the finish line.
- Hands can touch racquet only. No hands on tennis ball.
- If ball hits the ground, team starts over.
- All teams finish.

Core Strengthening – 10 sit ups, leg raisers for 20 seconds, superman for 30 seconds

Ups
  g. Simple: Student will strike the ball straight up into the air once and let it drop.
  h. Compound: Student will strike the ball continuously up into the air without
     letting it drop to the floor.
  i. Complex: Student will strike the ball up against a wall continuously.

Downs
  g. Simple: Student will strike the ball down to the ground once.
  h. Compound: Student will strike the ball down to the ground continuously.
  i. Complex: Student will strike the ball back and forth with a partner having the
     ball bounce in between them. Students will stand facing each other behind lines
     marked on the floor 10 feet apart.

Survivor
Purpose: Students will practice their control over the ball, while trying to keep
possession of their flags. They will also try to eliminate others by snatching their flags.
Equipment:
- One ball per student
- Paddles or Racquets for the entire class
- Two flags or handkerchiefs per student
Safety:
- Plan for appropriate space
- Set boundaries for class – avoiding any dangerous areas
- Keep log of equipment condition
- Set rules and consequences for equipment use
- Check equipment in and out
- Wait until directions or commands are given
- Be respectful to others, equipment and yourself
- Set rules and consequences for behavior
Skills:
- Hand-eye coordination
- Ups
• Downs

The Game:
• Each student will begin with one racquet, one tennis ball, and two flags on their waist (flag football flags or handkerchiefs).
• Once the game begins, students will bounce the ball up on their racquet while trying to snatch their classmates’ flags.
• Students are knocked out of the game by losing control of their ball or losing a flag to their classmate.
• Once the student is out, they must perform three pushups and three consecutive “ups” with their racquet and ball.

Closure
3. Was it easier for you to hit it up or down? Why?
4. What other games or activities could you use these skills in?
5. Why is it important to keep your eye on the ball?
6. Can everybody show me the ready position?
Lesson Plan 3

Grade: K-2
Unit: Paddles and Racquets
Equipment:
• Paddles
• Racquets
• Balls – enough for each student
• Tees
• Tape
Lesson #: 3 of 4
Content focus: Forehand and Backhand Hitting Styles
Behavior Objectives: By the end of the lesson the student will be able to:
  Affective:
• Display a positive attitude by respecting the equipment. Assessed by daily points awarded by teacher observation.
  Cognitive:
• Explain the importance of forehand hitting.
• Explain the importance of backhand hitting.
  Psychomotor:
• Demonstrate the skill of hitting a moving object.
• Demonstrate proper forehand and backhand hitting style.
Safety concerns:
• Students will remain on the main floor, staying away from equipment at the side.
• Students will treat equipment and others with respect.
• Students will follow physical education dress code including tennis shoes, tee-shirt, athletic pants and no jewelry.
• No food or drink in the gymnasium.
• Pay attention at all times.

Lesson 3

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
<th>Cues</th>
<th>Organization</th>
</tr>
</thead>
</table>
| 0-1  | **Beginning** Anticipatory Set:  
• See lecture notes |
|      | 1-7  | Warm Up:  
• Partner Popcorn – striking a ball between partners alternating forehand and backhand in designated manner  
• See lecture notes |
| 7-10 | Health Related Fitness: |
|      | • Circle Up |
|      | Semi-circle  
O O  
O O  
X |
|      | • Toe to Toe |
|      | OO OO |
|      | • Spread Out |
|      | OO O |
|      | O O O |
### Anticipatory set

Today we will be learning the forehand and the backhand hitting styles.

### Partner Popcorn

Students will practice similar skills, this time working with a partner. The skills to be mastered this time are as follows:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity Description</th>
</tr>
</thead>
</table>
| 10-22 | **Middle**

**Major task 1: Sidearm (Forehand)** – start at a tee, drop and hit toward wall, then aim at wall
- See Lecture Notes

**Major task 2: Sidearm (Backhand)** – start at a tee, drop and hit toward wall, then aim at wall
- See Lecture Notes

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity Description</th>
</tr>
</thead>
</table>
| 22-34 | **Line up in partners behind a tee**
- Find a spot at the wall
- Aim for a tape square on the wall

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity Description</th>
</tr>
</thead>
</table>
| 34-47 | **Application activity: Endless Relay** – first person “dribbles” the ball down court, hits ball into square, returns to line to hand off ball. Imitate an animal to return.
- See Lecture Notes

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity Description</th>
</tr>
</thead>
</table>
| 47-50 | **Ending**

**Closure:**
- See Lecture Notes

**Tomorrow:**
We will learn the underhand and overhead strokes.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity Description</th>
</tr>
</thead>
</table>
| 47-50 | **Circle Up**

**Circle**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity Description</th>
</tr>
</thead>
</table>
| 47-50 | ]Circle
|       | O
|       | O
|       | X

---

**Lecture Notes**
• One partner tosses the ball, the other return the ball using both forehand and backhand. One partner works on hitting, the other throws and catches.
• Stroke the ball back and forth with a partner. Alternate between forehand and backhand. The ball can touch the ground between strokes.
• Play back and forth over a net. The net can start as a line, move to a bench, and moving to a full net.
• Volley between partners, keeping the ball off the ground and alternating forehand and backhand strokes.

**Plyos** – lung walk 20 steps, 20 “frog” (squat) jump, wall sit for 20 seconds

**Sidearm – Forehand (Teach Grip)**
  g. Simple: Student will strike a ball off of a tee (or cone) against a wall.
  h. Compound: Student will drop the ball and strike it toward the wall in front of them. Student will stand behind a tape line marked 5 feet away from the wall.
  i. Complex: Student will drop the ball and strike it, aiming the ball toward designated spots on the wall. Student will stand behind a tape line marked 5 feet away from the wall.

**Sidearm – Backhand (Teach Grip)**
  g. Simple: Student will strike a ball off of a tee (or cone) against a wall.
  h. Compound: Student will drop the ball and strike it toward the wall in front of them. Student will stand behind a tape line marked 5 feet away from the wall.
  i. Complex: Student will drop the ball and strike it, aiming the ball toward designated spots on the wall. Student will stand behind a tape line marked 5 feet away from the wall.

**Endless Relay** – Class will split into four groups; two groups will make up one “team.” Tape squares will mark spots on two different walls, enough squares for the number of groups in the class. There will be a beach ball at each line. The first person will bounce the ball and perform one hit (forehand, backhand) into the square. The student has three chances to make it into the square before they rotate. After striking the ball, they catch the ball and hand it the next student and rotate to the line across the court. On rotation, the students will imitate an animal (bear, crab, snake, bunny).

**Closure**
  5. Spread out. Can everybody show me the forehand swing?
  6. Can everybody show me the backhand swing?
  7. Which one is easier? Why?
  8. Where have you seen these skills before?
Lesson Plan Four

Grade: K-2
Unit: Paddles and Racquets
Equipment:
• Paddles
• Racquets
• Balls – enough for each student
• String
• Hula Hoops – 3 for each group
• Tape
Lesson #: 4 of 4
Content focus: Underhand and Overhead Hitting Styles
Behavior Objectives: By the end of the lesson the student will be able to:

Affective:
• Display a positive attitude by respecting the equipment. Assessed by daily points awarded by teacher observation.

Cognitive:
• Explain the importance of underhand hitting.
• Explain the importance of overhead hitting.

Psychomotor:
• Demonstrate the skill of hitting a moving object.
• Demonstrate proper underhand and overhead hitting style.

Safety concerns:
• Students will remain on the main floor, staying away from equipment at the side.
• Students will treat equipment and others with respect.
• Students will follow physical education dress code including tennis shoes, tee-shirt, athletic pants and no jewelry.
• No food or drink in the gymnasium.
• Pay attention at all times.

Lesson 4

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<thead>
<tr>
<th>Time</th>
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<td>Circle Up</td>
<td>Semi-circle</td>
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<td>• See lecture notes</td>
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<td>O O O</td>
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<td>1-5</td>
<td>Warm Up:</td>
<td>Toe to Toe</td>
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<td>• React – partners will bounce the ball back and forth catching it in a manner that simulates a swing</td>
<td>Spread Out</td>
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</table>
| 5-7   | • Hit It – students jog in place, when teacher says “hit it” students will touch stomach to ground and return to jogging  
• See lecture notes |                     |
|       | • Spread Out                                                              | O                   |
|       |                                                                          | X                   |
| 7-20  | **Middle**  
Major task 1: Underhand – drop ball and hit toward wall, throw ball against wall and hit return, continuously hit ball off of wall  
• See Lecture Notes | • Spread out along wall  
• Count how many times you can hit it off the wall in a row | W O  
W O  
W O |
| 20-33 | Major Task 2: Overhead – hit suspended ball overhead, throw ball up and strike against wall, partner toss ball and overhead return it back  
• See Lecture Notes | • Toe to Toe  
• Line up in partners behind a suspended ball | SB O O  
SB O O  
X    |
| 33-47 | **Application activity:** Stop Light – students are split into teams and aim for designated hula hoops to gain points for their team  
• See Lecture Notes | • Toe to Toe in groups of 4  
• Each member raise a number (1, 2, 3, 4)  
• Assign area for each number to go | OO OO  
1  
2  
3  
4 |
| 47-50 | **Ending**  
Closure:  
• See Lecture Notes | • Circle Up  
Circle |                     |
|       | Tomorrow:  
We will take have a test reviewing the paddles and racquets unit. | O  
O  
O  
X |

**Lecture Notes**

**Anticipatory set** – Today we will review the forehand and backhand and introduce underhand and overhead hitting styles.
React
- Students will be put into groups of two.
- Each group gets two tennis balls.
- Group members face each other with one member holding both tennis balls.
- Students will stand approximately 3 feet apart.
- The partner with both balls will drop one of the two. The other partner will imitate a swing and catch the ball before it bounces twice.
- Each partner gets 5 chances to catch the ball.

Hit It – jog in place, on command (“Hit It”) students will drop down and touch stomachs to the ground and get back up as fast as they can – 1 minute

Underhand
  g. Simple: Student will drop the ball in front of them, step forward, strike the ball before it bounces. They will hit the ball into a net or against a wall.
  h. Compound: Student will throw the ball against a wall, step forward, and strike the ball after it bounces off the wall. Student will stand 5 feet away from the wall.
  i. Complex: Student will drop the object in front of them, step forward, strike the ball into the wall and keep hitting it continuously off the bounce. Student will stand 5 feet away from the wall.

Overhead
  g. Simple: Student will strike a suspended ball (tennis ball on a string from a basketball hoop).
  h. Compound: Student will throw the ball into the air and strike it into the wall. Student will stand approximately 5 feet away from the wall.
  i. Complex: Student will strike the ball into the wall that has been tossed toward them by their partner. Student will stand approximately 5 feet away from the wall.

Stop Light
- Class will split into teams of three.
- Each team gets 3 hula hoops and 3 wiffle balls. Use Tennis balls if it’s windy outside.
- Hula hoops will line up like a stop light. Closest hoop (the green light) will be worth one point, middle (yellow light) worth two, and the farthest hoop (red light) is worth 3 points.
- Closest hula hoops will start 10 feet apart. Adjustments can be made to accommodate skill level.
- Students will stand behind hula hoops.
- Each player gets one chance to land their ball in any hula hoop of the opposing team. Points will be kept by the individual teams.
- Underhand hitting style off the drop.
• Teams will alternate hitting toward the hula hoops.
• After 2.5 minutes, teams on one side will rotate one “court” to the left.

Closure
4. Can everybody show me the overhead swing?
5. Can everybody show me the underhand swing?
6. Which did you have more success with? Why?
References


