

Lesson Plan Support Program February & May 2012	School	Gertrude Simon Lutheran College	Teacher	Leung Wai Ki
	Date	28-2-2012 (13:45-14:55)		
	Subject	Physical Education	Level	S.1 BD
	Topic	Tennis Serve		

Note that the advice would be for the teacher to identify what the stages of the lesson are in terms of the Teaching and Learning Cycle and where the mini-cycles are. This would help consolidate the learning from the course so that we could analyse whether the students are being scaffolded to some extent. Comments on the micro-interactions are given later in this file.

Objectives of the lesson

- Students can start the tennis game with an overhead serve.

Time (mins)	Step	Sequence of Tasks / Activities (include a description of what you will be doing and how you will be doing it)
10	1	<p>Warm up</p> <p>Q: Have you fully warmed up your shoulder?</p> <p><i>[Activity 1: The warm up went really well. The language was accompanying the action. You modeled the action and then gave the class the instructions to accompany this activity. The class listened and were able to follow clearly.]</i></p> <ul style="list-style-type: none"> • jogging towards opposite sideline (35m) x 2 • lifting your knees and walking to the sideline • sidestepping • swinging your arms forward and backward • bending and rotating your wrists • throwing a ball to partner (20m)
10	2	<p>Use the dominant hand to hit the ball (in pairs)</p> <p>Teacher demonstrates the tossing and hitting</p> <p>Q1. How do you toss a good ball?</p> <p><i>[Activity 2: Here in setting up the toss of the ball and the action for a serve you demonstrated the action clearly. You asked a student to demonstrate, there were some key language points which you could have included at this point, e.g. You said 'upper your head' – what you meant was 'above your head'. You could have included the description of the 'V' Shape, swing. See more detail below...]</i></p> <p>Q2. How do you hit the ball?</p> <ul style="list-style-type: none"> • sideways position, ball location, height • V-shaped, ready position, upper body, swing
10	3	<p>Hold a racquet to hit the ball into the hula hoop (4 students in group)</p> <p>Students demonstrate it</p> <p>Q1. What is the difference between a racquet and your palm to hit the ball?</p> <p>Q2. How do you hold a tennis racquet?</p> <ul style="list-style-type: none"> • continental grip (chopper grip) • hitting a ball towards the hula hoop (10m)

25	4	Playing a game (6 students in a group and playing doubles)—stand behind the baseline to serve <ul style="list-style-type: none"> • Each side can serve two times • Whoever serves and wins can get 2 points • Get 9 points to win the game
10	5	Jogging (1000m) <ul style="list-style-type: none"> • Order the students to jog 2 laps
5	6	<ul style="list-style-type: none"> • Cooling down • Swinging arms forward and backward • Extending your chest

Feedback

Generally, the lesson went well. You had good control over the class and generally they listened to you. The pace of the class was good. The goal of the task was set up at the beginning of the lesson and could perhaps have been reinforced throughout the lesson.

Activity 2

At this point, it would have been good to give the students not only the action but also the language for the sequence of events. This would be a good opportunity to jointly construct the action and the language together. For example:

- *Position your feet and your body*
- *Hold the ball and racket in readiness.*
- *Then, at the same time, toss the ball above your head and slightly in front at 45 degrees and swing the racket so it 'scratches' your back.*
- *When the ball has reached the top of its arc, swing the racket, reaching towards the ball and moving the head of the racket through the ball.*
- *Hit out at the ball and finish the swing so the racket is on the opposite side of your body passing your legs.*

Activity 3

You gave the instructions for setting up the group activity asking the students to practise serving in to a hula hoop. You gave the instructions twice in English, and once in Cantonese. It was helpful that you had the set up for the activity in a diagram for the students. However, I'm not sure that the students sitting at the back of the group would have been able to read the diagram. You dealt with discipline issues well, pointing out what the student was doing wrong and waiting for them to adjust their behaviour. At this point, it would have been a good idea to have one group model the activity, as it took quite some time to give the instructions and, if the students could have seen the activity and heard you talking them through the goal and sequence of the activity, then would have been easier for them. When the students left the group, they weren't really sure what to do. A visual demonstration from a group would have really helped the students to fully understand the activity.

You circulated around the class giving praise and feedback to many of the students. As discussed, in order to model good technique, when praising a student for an action, it would be good to include 2 parts to the praise – the positive reinforcement and what it was that they did well, e.g. 'Good, that was a really good toss, high enough and in the right position'. This would then allow other students to look at potential models in the activities the other students did, and, for the student, you are reinforcing the action in an explicit manner.

Generally, the key area I feel you could improve in your class would be to develop more joint construction. You deconstruct the activities clearly and explicitly, and you set up the task so that students can develop the activity independently. Joint construction with all the class following the movement and the instruction together would be appropriate.

The class finished after Activity 3. As we discussed, give the students 3 to 4 action points when asking them to perform an activity. For example, with a forehand shot:

- *move to the ball*
- *step to the ball*
- *swing your racket to hit the ball at waist height*
- *follow through after the shot*

Give the simple points of the action with the movement. Providing students with two different modes – the verbal and the physical to understand the activity.

Some of the language features to focus on rephrasing

“knee” --- silent “k” – knee

‘face to me’ --- ‘face me’

Toss --- Tose

upper your head --- above your head

2 of you in a group --- get into pairs

rotate your head --- turn and look at me/ look at me

do not play the ball --- do not play with the ball

Some other language points – control and discipline through commands

Stop.

Look at me.

Don’t play with ... the leaves / the...

Stop fiddling.

Sit up straight.

Don’t slouch.

Sit properly.

Face me.

I’m waiting --- I’m still waiting.

You are ruining this for everyone.

Let’s wait for (insert name) ... again

Positive language

Everybody ready?

Let’s go!

I want to see quality work!