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KIN-1024, Beginning Tennis
Professor Reyes
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Eastern Forehand Grip (Shakehands Grip)

1. ANTICIPATORY SET

1. Focus the learner : Gain the students' attention by taking roll, ensuring your voice can be heard, etc.
2. Stating the Objective : State the name of the grip, perhaps with examples of use for different strokes (generically or specifically)
3. Transfer from past learning : Engage students with example of personal experience
4. Setting a purpose for learning : Show a context for which new content may be used. In the case of the Eastern Forehand, using the grip for different forehand strokes, and not, for example, for volleys.

2. INSTRUCTION

1. Direct Teaching : Explain the placement of the hand on the racket's grip. In the case of the Eastern Forehand, the knuckle of the dominant hand's index finger should rest on third bevel.
2. Modeling : Visually demonstrate a grip, using your own hand and racket
3. Checking for Understanding : Have students demonstrate understanding of grip, without any strokes (just holding the racket properly for the Eastern Forehand)

3. GUIDED PRACTICE

1. Step-by-step : Picking an appropriate stroke, demonstrate the use of the Eastern Forehand Grip, and its specific purpose with the stroke. Perhaps also showing the disadvantages of using a different, less-appropriate grip. Provide students the opportunity to personally practice a stroke using the grip, with sets of drills.

4. CLOSURE/EVALUATION/ASSESSMENT

1. Provide time for the students to practice in small groups, using a particular drill that emphasizes use of the grip. Walk around during the allotted time and help students with any difficulties.

5. INDEPENDENT PRACTICE

1. Homework! - Encourage at-home practice of grip, stroke, and footwork, together