

PICKLEBALL

LESSON 8: GAME AND TESTING DAY

Grade-Level Outcomes

Primary Outcomes

Forehand & backhand: Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games such as paddle ball, pickleball or short-handled racket tennis. (S1.M14.6)

Serving: Performs a legal underhand serve with control for net/wall games such as badminton, volleyball or pickleball. (S1.M12.6)

Rules & etiquette: Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance. (S4.M6.7)

Embedded Outcomes

Working with others: Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts. (S4.M4.8)

Social interaction: Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity. (S5.M6.6)

Lesson Objectives

The learner will:

- demonstrate basic skills during game play.
- demonstrate his knowledge and understanding of the rules, strategies, and tactics on a knowledge test.

Equipment and Materials

- 1 paddle for each student
- 1 ball for each group
- Assessments for the serve, backhand, and forehand, 1 for each student
- Assessments for the knowledge test, 1 for each student

Introduction

Today, we will incorporate all the skills and knowledge we have learned into pickleball games. During these games, you will be assessed on your ability to demonstrate the following skills using correct form: the serve, the forehand, and the backhand, as well as your knowledge and understanding of the rules and strategies. The skills will be assessed as you play, and the rules and strategies will be assessed from a test while you are not playing.

Instructional Task: Doubles Skills Assessment

■ PRACTICE TASK

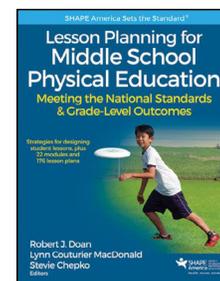
EMBEDDED OUTCOME: S5.M6.6. Discuss with students what it means to be respectful. Have students give examples of what this should look like while playing doubles.

Students also should give examples of what it sounds and looks like to encourage others, even those you are playing against.

Assess students while they play a game of doubles. Skills to assess:

- serve
- forehand
- backhand

Lesson excerpted from *Lesson Planning for Middle School Physical Education: Meeting the National Standards & Grade-Level Outcomes* by Robert Doan, Lynn Couturier MacDonald, and Stevie Chepko



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Extensions

- Assess the dink/drop shot and volley
- Assess strategies during game play

EMBEDDED OUTCOME: S4.M4.8. While students are playing, they should follow the rules and demonstrate good sportsmanship before, during, and after the game.

Student Choices/Differentiation

- Modify on an individual basis to meet students' needs.
- Students may choose partners.

What to Look For

During the games, assess students' ability to perform the critical elements of the serve, backhand, and forehand.

Instructional Task: Knowledge Assessment of Pickleball

■ PRACTICE TASK

Students who are not playing take the knowledge assessment on rules and strategies of pickleball.

Student Choices/Differentiation

- If needed, pull students aside to read aloud before or after class.
- Modify assessment as needed to address student needs.

What to Look For

Students demonstrate that they know the terms, rules, and strategies of pickleball.

Formal and Informal Assessments

- Checklist or rubric for skills test of forehand, backhand, and serve during game play
- Knowledge test of the rules, strategy, and scoring

Closure

- Bring students together to discuss the success observed over the module.
- Highlight gains, notable effort, and sportsmanship of individuals.
- Discuss any areas that may need improvement that could also transfer over to upcoming modules.

Reflection

- What skills did students struggle with, and what helped them become proficient?
- What skills did students struggle with and in which they did not become as proficient as desired?
- What areas may need more time, and what areas could take less time to help students become more successful?

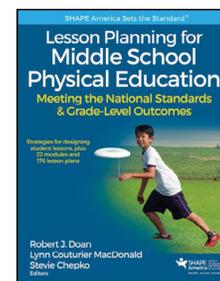
Homework

Have students look over the next module, and be ready to talk about the specific questions, objectives, or skills desired.

Resources

Curtis, J. (1998). *Pickle-ball for player & teacher*. Boston: Brooks/Cole Cengage Learning.
Pickleball Channel: www.pickleballchannel.com
USA Pickleball Association: www.usapa.org

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