

MODULE OVERVIEW

ABOUT THIS MODULE

Striking an object with a short-handled implement has never been this fun! This module provides a developmentally appropriate lead-up to net games like pickleball and badminton. Implement this module in full with older, more skilled students. Or, remove the 1V1/2V2 activities and focus on the basics.

NATIONAL STANDARDS AND OUTCOMES FOCUS

- ✔ **Standard 1 [E24.3-5]:** Strikes an object with a short-handled implement, sending it forward over a low net or to a wall (3a); Strikes an object with a short-handled implement while demonstrating three of the five critical elements of a mature pattern (3b); Strikes an object with a short-handled implement while demonstrating a mature pattern (4a); Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall (4b); Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment (5).
- ✔ **Standard 2 [E3.3-5]:** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3); Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target (4b); Applies movement concepts to strategy in game situations (5a); Analyzes movement situations and applies movement concepts in small-sided practice task/game. (5c).

Additional standards and outcomes listed on module webpage and activity plans.

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PLANNING COMPLETE LESSONS

Each skill-building activity in this module is meant to be one part of a complete lesson. The authors recommend the following formula for creating a 30- to 45-minute lesson:

Instant Activity (not on block plan)	5-10 minutes
+ Skill Activity with Debrief	10-15 minutes
+ Skill Activity with Debrief	10-15 minutes
+ Check for Understanding	5 minutes

Important: Suggestions are what they say they are: suggestions. All OPEN materials are offered in MS Word format so that you can easily modify our suggestions to meet the needs of your students.

ASSESSMENT

Five types of assessment are provided as a part of this module. However, there are many different ways for teachers and students to assess and evaluate student learning and skill development.

Self-Assessment Worksheet:

This simple self-assessment provides each student with a structure for reflecting on current skill level, setting a goal for growth and development, and then reassessing progress toward that goal.

The authors recommend that students complete this form as a pre-assessment on the day that skills are first introduced. For example, during the module's first lesson, students participate in the activity Hello Paddle. At the end of this activity, students would complete the *Pre* and *Goal* columns for Grip, Serve, Forehand, Backhand, and Etiquette would not be completed until a future lesson introduces those skills. A post-assessment for all skills would then be completed during the Module's Station Day lesson.

When evaluating a student's performance in using the Self-Assessment Worksheet, the student's score should be based on the process and quality of self-reflection, not the student's ability to score a full column of smiles or stars. Here is a sample rating scale for Self-Assessment evaluation:

- Well Below Competence (1): Was present, but refused to complete the Self-Assessment.
- Lacks Competence (2): Completed each assessment with little effort. Student pre- and post-assessments do not match teacher-observed skill performance.
- Competent (3): Most skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection is present.
- Proficient (4): All skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection and a regard for quality of work is present.

NOTE: The evaluation scale suggested for the Self-Assessment is consistent with the scale used for the Holistic Rubrics discussed below. This consistency allows teachers to average several scores for the sake of a final evaluation or grade.

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ASSESSMENT

Holistic Rubric for Performance:

The Holistic Rubric can be used as a both formative and summative assessment within the module. Providing students with the rubric's criteria early in the module will allow for discussion and formative evaluation throughout activities and lessons.

Two rubrics are given for teachers to choose from based completely on preference. The Single Holistic Rubric provides one set of criteria including both skill and personal and social responsibility (PSR) characteristics. The Dual Holistic Rubric separates skill and PSR characteristics, providing two sets of criteria to be evaluated separately. Either rubric can be completed in full on the Module's Station Day, providing a final holistic evaluation of each student's performance.

Academic Language Quiz

A short academic language quiz is provided as a knowledge-based assessment. Each quiz is designed to provide a basic assessment of student understanding of a few of the module's critical academic language vocabulary words. We encourage you to use this format to create your own custom quizzes.

The format of each question has been written and optimized for use with Plickers, a data collection tool available for Apple and Android devices. To learn more about Plickers visit: www.plickers.com

Peer Assessment Worksheet

This worksheet can be used as a guide for students, allowing them to record performance data based on skill cues and performance criteria. The worksheet also provides ideas and assistance for making critical feedback positive and constructive.

Evaluation of peer assessments can be based on several aspects of this interactive process and can include: (for evaluator) accuracy of evaluation and quality and effectiveness of feedback; (for performer) skill performance, acceptance, and application of feedback.

SMART Goal Guidelines

This goal-setting page helps students define SMART Goals and walks them through the process of setting goals that meet the outlined criteria. There is space for students to reflect as well as tools for measuring progress toward goals. Again, the authors emphasize the need to evaluate these types of assessments with a focus on process and quality of work, rather than a single grade based on whether or not students hit their goals.

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SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Suggested Academic Language
1	Hello Paddle + Pancake Flipper	Balance, Catch, Direction, Etiquette, Force, Movement Concepts, Open Space, Personal Responsibility, Toss, Strike
2	Pancake Flipper + Birdie in the Cage	Direction, Force, Strike, Serve, Etiquette
3	Birdie in the Cage + Splat the Spot	Accuracy, Direction, Force, Forehand Strike, Backhand Strike, Open Space, Strike
4	Birdie in the Cage + Peer Assessment	Assessment, Constructive Criticism, Feedback, Forehand Strike, Respect, Strike
5	Splat the Spot + Time To Get SMART	Accuracy, Assessment, SMART Goals, Heart Rate, Pedometers, Placement, Carotid Pulse, Radial Pulse, Health-Related Fitness, Skill-Related Fitness, Pre-test, Post-test, Strategy
6	Birdie in the Cage + Time To Get SMART	Accuracy, Assessment, SMART Goals, Heart Rate, Pedometers, Placement, Carotid Pulse, Radial Pulse, Health-Related Fitness, Skill-Related Fitness, Pre-test, Post-test, Strategy
7	1V1 PICKLEMINTON	Etiquette, Integrity, Movement Concepts, Conflict Resolution
8	2V2 PICKLEMINTON	Etiquette, Integrity, Corrective Feedback, Conflict Resolution
9	Station Day	Academic Language Review