

ROYAL COURT GAME DAY

STUDENT TARGETS

- **Skill:** I will demonstrate striking skills with varying force and direction.
- **Cognitive:** I will discuss the importance of the spirit of the game with respect to enjoyment of pickleball match play.
- **Fitness:** I will demonstrate a variety of skill-related fitness components.
- **Personal & Social Responsibility:** I will demonstrate respect for myself and my classmates by following the rules of the game and encouraging others.

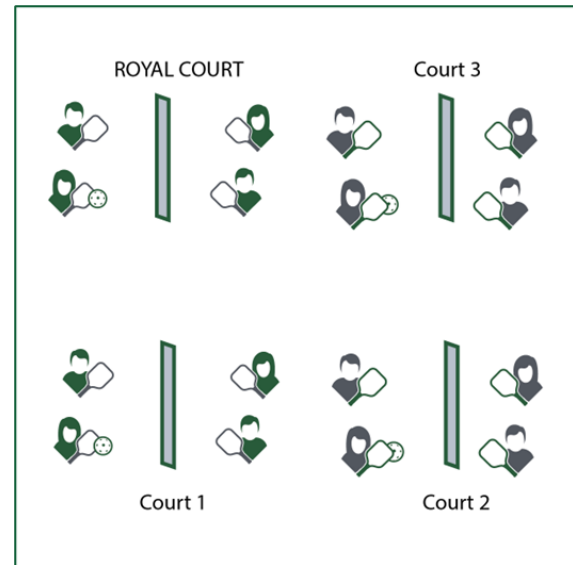
EQUIPMENT & SET-UP

Equipment:

- 1 paddle per student
- 1 pickleball per pair of students (singles) or per group of 4 students (doubles)
- 1 net per court (or jump ropes on ground as needed)
- Spirit of the Game Award Certificates

Set-Up:

1. Create enough courts so the entire class can play in either a singles or doubles match.
2. Number each court, with court 1 as the starting court and the highest numbered court as the “Royal Court.”
3. Create teams for doubles, or pair students for singles play.
4. Send students to courts for match play.



ACTIVITY PROCEDURES

1. Today we'll play a Royal Court Tournament as a way to test our skills and have fun with our friends. We'll use the spirit of the game to guide our pickleball etiquette.
2. The goal of today's tournament is to compete with a positive attitude and to work your way to the Royal Court. We'll play 3-minute games. The winner of each game will move to a higher court. The losing team or player will move down to a lower court.
3. We'll continue game play until class time runs out. Teams demonstrating positive attitudes and pickleball etiquette will be given Spirit of the Game Award Certificates.

TEACHING CUES

- **Cue 1:** Play with purpose!
- **Cue 2:** Follow the Spirit of the Game.
- **Cue 3:** Use positive and encouraging language with others.

**ROYAL COURT GAME DAY** (continued...)**UNIVERSAL DESIGN CONSIDERATIONS**

- **UDL 1:** Allow students to work with additional partners to assist with communication if needed.
- **UDL 2:** Utilize visual demonstrations when possible.
- **UDL 3:** Provide modified movements or assistive technology as needed to ensure the activity is inclusive for all.
- **UDL 4:** Use a variety of options for the ball, that are of varying sizes, weights, and colors.
- **UDL 5:** Create a “recreation league” and de-emphasize tracking score. Students can choose participation in the Royal Court format or the Recreation League format.

ACADEMIC LANGUAGE

Direction, Encourage, Enjoyment, Force, Skill-Related Fitness, Spirit of the Game

PRIORITY OUTCOMES**Etiquette:**

- **(Grade 6)** Identifies the rules and etiquette for physical activities/games and dance activities.
- **(Grade 7)** Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities/games or following parameters to perform, create, or modify a dance.
- **(Grade 8)** Applies rules and etiquette by acting as an official for modified physical activities/games or creating dance routines within a given set of parameters.

DEBRIEF QUESTIONS

- **DOK 1:** How would you describe the spirit of the game to a new student in our school?
- **DOK 2:** What do you know about the spirit of the game? (Think beyond the definition.)
- **DOK 3:** How would you describe a game played with the spirit of the game? How would you describe a game played without it?
- **DOK 4:** Can we create a way to evaluate the amount of the spirit of the game in any specific competition or performance?