

MODULE OVERVIEW

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National Standards and Outcomes Focus

Standard 1

- **Standard 1 [M12.6-8]:** Performs a legal underhand serve with control for net/wall games such as badminton, volleyball, or pickleball (6); Executes consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/wall games such as badminton, volleyball, or pickleball (7); Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball, or pickleball (8).
- **Standard 1 [M14.6&7]:** 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 (6); Demonstrates the mature form of forehand and backhand strokes with a short or long-handled implement with power and accuracy in net games such as pickleball, tennis, badminton, or paddle ball (7).
- **Standard 1 [M15.6-7]:** Transfers weight with correct timing for the striking pattern (6); Transfers weight with correct timing using low to high striking pattern with a short-handled implement on the forehand side (7).
- **Standard 1 [M16.6-8]:** Forehand-volleys with a mature form and control using a short-handled implement (6); Forehand- and backhand-volleys with a mature form and control using a short-handled implement (7); Forehand- and backhand-volleys with a mature form and control using a short-handled implement during modified game play (8).

Standard 2

- **Standard 2 [M8.6-8]:** Reduces offensive options for opponents by returning to mid-court position (6); Selects offensive shot based on opponent's location (hit where opponent is not) (7); Varies placement, force, and timing of return to prevent anticipation by opponent (8).

Standard 3

- **Standard 3 [M7.6-8]:** Identifies the components of skill-related fitness (6); Distinguishes between health- and skill-related fitness (7); Compares/contrasts health-related fitness components (8).

Standard 4

- **Standard 4 [M1.6-8]:** Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors (6); Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates (7); Accepts responsibility for improving one's own levels of physical activity and fitness (8).
- **Standard 4 [M3.6-8]:** Demonstrates self-responsibility by implementing specific corrective feedback to improve performance (6); Provides corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone, and other communication skills (7); Provides encouragement and feedback to peers without prompting from the teacher (8).
- **Standard 4 [M4.6-8]:** Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback (6); Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts (7); Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts (8).

Standard 5

- **Standard 5 [M6.6-8]:** Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity (6); Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates (7); Demonstrates respect for self by asking for help and helping others in various physical activities (8).

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About this Module

Pickleball was a sport created for all ages and skill levels. It combines elements of tennis, badminton, and ping-pong into a fun court game that is easy for beginners to learn and challenging enough for competitive play.

The history of pickleball is somewhat debated. However, all agree that it was created by Joel Pritchard, Bill Bell, and Barney McCallum in 1965 as a way to cure their children's boredom while keeping them physically active. The debate is really over why it's called pickleball. Our favorite theory is that the Pritchards had a dog named Pickles. Pickles loved watching the children play the game and would join in by stealing and running off with the ball. So, why not call it pickleball?

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)	<i>5–10 minutes</i>
+ Skill Activity with Debrief	<i>10–15 minutes</i>
+ Skill Activity with Debrief	<i>10–15 minutes</i>
+ Check for Understanding	<i>5 minutes</i>

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 Level 1 Toss Drills. At the end of this activity, students would complete the Pre and Goal columns for Backhand and Forehand (and possibly safety). Serve and Growth Mindset 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.

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Using the Self-Assessment for Evaluation (Grading)

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 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.

Holistic Rubric for Performance

The Holistic Rubric can be used as both a 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

Assess student knowledge with a short quiz focused on the academic language of Pickleball. Use the quiz as-is or as a template for creating a custom quiz.

Partner & Doubles Rally Tally Feedback & Score Cards

These assessment cards give teachers the opportunity to evaluate outcomes for standards 1, 4 and 5. Students focus on skill performance, record feedback a peer's performance, and demonstrate respect for and value of their classmates.

Spirit of the Games Award Certificates

These certificates encourage positive social behaviors with an emphasis on pickleball etiquette, sportsmanship, and respect for self and others. Celebrate student growth and achievement in social and emotional learning competencies.

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SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Suggested Academic Language
1	Pancake Flipper, Level 1 Toss Drills	Balance, Feedback, Focus, Grip, Growth Mindset, Improve, Lob, Pickleball, Posture, Practice, Ready Position, Skill Cue, Volley
2	Pickleball Tag, 1-Bounce Partner Scramble	Continuous, Control, Encouragement, Etiquette, Health-Related Fitness, Respect, Skill-Related Fitness, Strike, Timing, Volley, Weight Transfer
3	Pancake Flipper, Partner Rally Drills, Partner Rally Tally	Accuracy, Continuous, Control, Encouragement, Feedback, Positive Language, Rally, Timing, Volley, Weight Transfer
4	Serve Drills, Fronton Singles	Accuracy, Actively Engage, Cooperate, Backhand, Follow Through, Forehand, Placement, Return, Safe, Serve, Singles, Strategy
5	Crosscourt / Down the Line, Doubles Rally Tally	Actively Engage, Backhand, Accuracy, Continuous, Control, Doubles, Encouragement, Feedback, Forehand, Pattern, Positive Language, Rally, Volley, Weight Transfer
6	Level 2 Toss Drills, Doubles Rally Tally	Backhand, Balance, Feedback, Forehand, Growth Mindset, Improve, Smash, Posture, Skill Cue
7	Doubles Rally Tally, Fronton Doubles	Accuracy, Conflict Resolution, Control, Etiquette, Fair Play, Rules, Serve, Strategy
8	Pickleball Tag, Pickleball Station Day	Academic Language Review
9	Fronton Doubles, Royal Court Game Day	Direction, Encourage, Enjoyment, Force, Skill-Related Fitness, Spirit of the Game

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PLANNING NOTES