

## PANCAKE FLIPPER

### STUDENT TARGETS

- **Skill:** I will control the paddle and ball using the correct grip.
- **Cognitive:** I will identify and discuss the skill-related fitness components developed through pickleball practice.
- **Fitness:** I will actively participate, with a focus on developing my skill-related fitness.
- **Personal & Social Responsibility:** I will demonstrate safe behaviors and use pickleball equipment responsibly.

### TEACHING CUES

- Shake Hands with Paddle
- Fingers Wrap Underneath
- Thumb Sits Comfortably

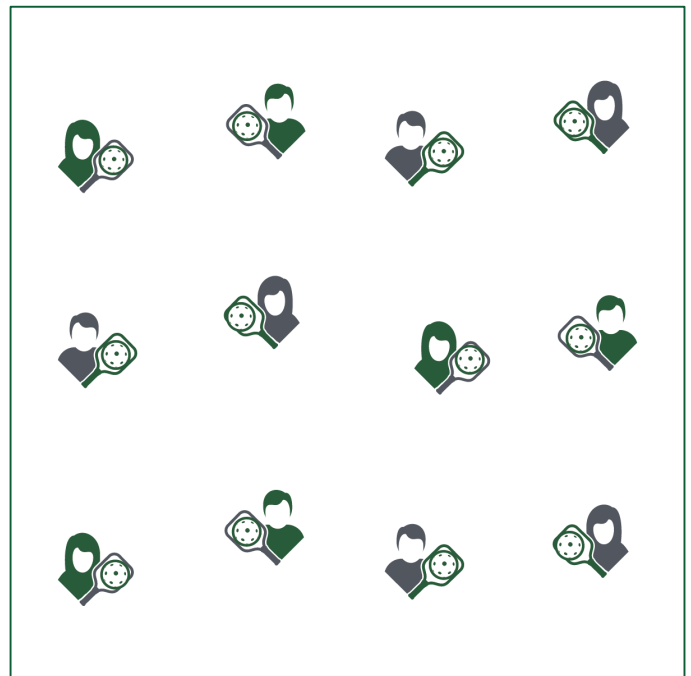
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 1 paddle per student
- 1 pickleball per student

#### Set-Up:

- Scatter students throughout the activity area with enough room to move safely.
- Provide each student with a paddle and a pickleball.



#### Activity Procedures:

- Let's start our pickleball practice with Pancake Flipper. The object of this activity is to self-volley the ball with our paddle while demonstrating the correct pickleball grip.
- On the start signal, begin tapping the ball so that it bounces approximately 12 inches above your paddle. How many consecutive self-volleys can you make?
- Now that we've practiced and improved our Pancake Flipper performance, it's time for Pancake Flipper XXL! This is played with a partner. On the start signal, begin consecutive self-volleys. Once you complete 10 in a row, volley the ball to your partner's paddle.
- Your partner will now complete 10 self-volleys in a row and then volley the ball back to you. How many exchanges can you successfully make without the ball stopping or hitting the floor?

#### Grade Level Progression:

- 6<sup>th</sup>: Focus on perfecting self-volleys before moving on to Pancake Flipper XXL.
- 7<sup>th</sup>: Prompt students to attempt more than 10 self-volleys before volleying to a partner.
- 8<sup>th</sup>: Prompt students to attempt both forehand and backhand self-volleys.

**PANCAKE FLIPPER**

UNIVERSAL DESIGN ADAPTATIONS

- Provide paddles and balls in a variety of sizes and constructions. Allow students to choose which equipment best meets their needs. Encourage them to experiment with all of the equipment in order to find the right fit.

ACADEMIC LANGUAGE

Focus, Grip, Health-Related Fitness, Pickleball, Practice, Responsible, Safe, Skill-Related Fitness, Volley

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [M16.6]:** Forehand-volleys with a mature form and control using a short-handled implement (6).
- **Standard 3 [M7.6-8]:** Identifies the components of skill-related fitness (6); Distinguishes between health-related and skill-related fitness (7); Compares and contrasts health-related fitness components (8).
- **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).

DEBRIEF QUESTIONS

- **DOK 1:** Can you remember the components of skill-related fitness?
- **DOK 2:** What skill-related fitness components are most important for pickleball success?
- **DOK 3:** How could you modify this activity in a way that would help develop different components of skill-related fitness?

TEACHING STRATEGY FOCUS

**Identify critical content.** Teaching and learning paddle grip is the most fundamental aspect of successful striking. From that point, students can work on developing their skill-related fitness in relation to their pickleball-specific skills. Focusing on these two pieces of content lays the cognitive and psychomotor foundation for all lessons that will follow.

## PICKLEBALL TAG

### STUDENT TARGETS

- **Skill:** I will move safely while balancing a ball on my paddle.
- **Cognitive:** I will discuss ways to improve my skill- and health-related fitness.
- **Fitness:** I will compare and contrast skill- and health-related fitness.
- **Personal & Social Responsibility:** I will demonstrate respect for others by following the rules and etiquette of each activity.

### TEACHING CUES

- Shake Hands with Paddle
- Fingers Wrap Underneath
- Thumb Sits Comfortably
- Active Eyes
- Keep Balance and Control

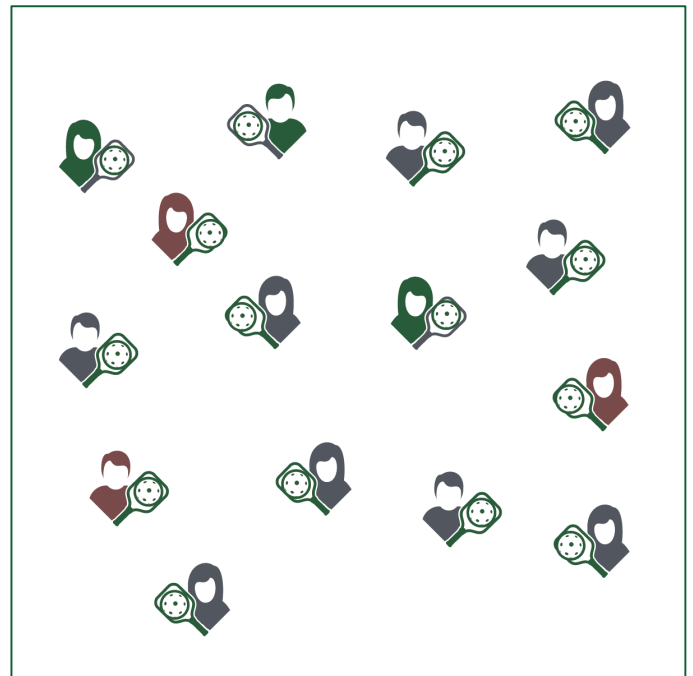
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 4 cones to mark boundaries
- 1 paddle per student
- 1 pickleball per student
- 6 pinnies (3 of 1 color and 3 of another color)

#### Set-Up:

- Use cones to create a large activity area.
- Scatter students throughout the activity area, each with a paddle and a pickleball.
- Give 3 pinnies of 1 color to 3 taggers.
- Give 3 pinnies of another color to 3 relievers.



#### Activity Procedures:

1. It's time to test your balance and control with a game of Pickleball Tag. The object is to avoid being tagged while keeping a pickleball balanced on your paddle.
2. When you hear the start signal, begin moving through the activity area with your pickleball balanced on your paddle, trying to avoid being tagged by one of the taggers. If you drop your ball, you are automatically tagged.
3. If you are tagged, you must freeze and stand still while balancing your pickleball. You become unfrozen when a reliver comes and tags you. Then, re-enter the game.
4. Taggers and relievers must also balance a ball. They cannot tag or relieve if their ball is not balanced.
5. Play for 2–3 minutes and then change roles.

#### Grade Level Progression:

**6<sup>th</sup>:** Create health- and skill-related fitness tasks that students must complete while waiting for a reliever.

**7<sup>th</sup>:** Prompt students to create the health- and skill-related tasks to be completed.

**8<sup>th</sup>:** Allow each student to perform their choice of health- or skill related task based on their personal fitness goals.

PICKLEBALL TAG

UNIVERSAL DESIGN ADAPTATIONS

- Provide a variety of objects to balance (e.g., shuttlecock, beanbag, foam ball, etc.) and allow students to choose which object they want to use.

ACADEMIC LANGUAGE

Balance, Compare, Contrast, Etiquette, Health-Related Fitness, Respect, Skill-Related Fitness

STANDARDS & OUTCOMES ADDRESSED

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

DEBRIEF QUESTIONS

- **DOK 1:** What would you include on a list about balance and how it relates to pickleball?
- **DOK 1:** What would you include on a list about muscular endurance and how it relates to pickleball?
- **DOK 2:** How would you compare and contrast balance and muscular endurance?
- **DOK 3:** How does balance relate to your ability to strike a pickleball accurately?
- **DOK 3:** How does muscular endurance relate to your ability to strike a pickleball accurately?

TEACHING STRATEGY FOCUS

**Help students process content.** Pickleball and tag are not typically used together. Further, some might overlook the importance of a meaningful debrief after a warm-up session of tag. However, body control (balance in particular) is so important to our ability to strike an object accurately and with varying force. Use the visual imagery of the ball balancing on the paddle, both before and after the activity session, to help students connect with, debrief, and process this critical content.

**LEVEL 1 TOSS DRILLS**

STUDENT TARGETS

- **Skill:** I will perform the skill cues for volley and lob shots.
- **Cognitive:** I will implement specific feedback to improve my pickleball performance.
- **Fitness:** I will work to improve my muscular endurance by maintaining posture and balance in ready position.
- **Personal & Social Responsibility:** I will provide feedback and encouragement to my classmates.

TEACHING CUES

**Forehand/Backhand Volley**

- Plant Your Feet
- Eyes on the Ball
- Push with Paddle's Open Face

**Lob**

- Contact Low
- Follow Through Strong and High

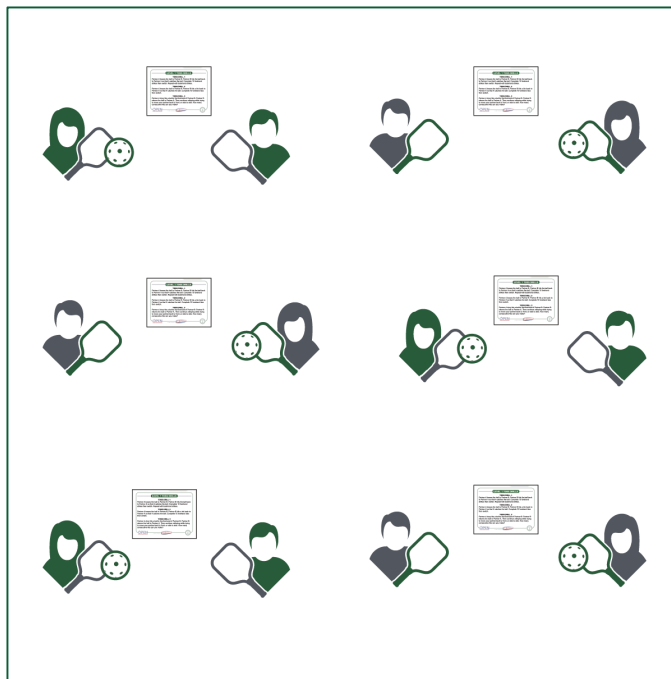
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- 1 paddle per student
- 1 pickleball per pair of students
- 1 Level 1 Toss Drills Play Card per pair of students

**Set-Up:**

1. Pair students, each pair with 2 paddles, 1 pickleball, and 1 play card. (Alternatively, you could display the play card using a projector.)
2. Set up the play area with students all hitting in the same direction — either east to west, or north to south.



**Activity Procedures:**

1. Now that we've completed our first attempt at Partner Pickleball Plays, we'll work on our skill with some Level 1 Toss Drills. Then we'll perform the Partner Plays again and see if we can improve our score.
2. Listen for start and stop signals as we begin and end each drill.
3. **Toss Drill 1:** Partner A tosses the ball to Partner B. Partner B hits the ball back to Partner A so that A catches the ball. Complete 10 forehand strikes then switch. Repeat with backhand strikes.
4. **Toss Drill 2:** Partner A tosses the ball to Partner B. Partner B hits a lob back to Partner A so that A catches the ball. Complete 10 forehand lobs then switch.
5. **Toss Drill 3:** Partner A drop hits a ball to the forehand of Partner B. Partner B returns the ball to Partner A. Then continue volleying while trying to move your partner back to front, or side to side. How many consecutive hits can you make?

**Grade Level Progression:**

**6<sup>th</sup>:** Guide students through each drill, telling them when to switch and when to progress. Use transitions to highlight performances and give corrective feedback to the entire class.

**7–8<sup>th</sup>:** Students perform this activity as written above.



LEVEL 1 TOSS DRILLS

UNIVERSAL DESIGN ADAPTATIONS

- Create a static practice task by using cones at varying heights as striking tees. Students strike off the cones at a variety of levels to practice different pickleball shots.

ACADEMIC LANGUAGE

Balance, Feedback, Growth Mindset, Improve, Lob, Posture, Ready Position, Skill Cue, Volley

STANDARDS & OUTCOMES ADDRESSED

- **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 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 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).

DEBRIEF QUESTIONS

- **DOK 1:** How would you describe the term “specific feedback”?
- **DOK 2:** How would you apply specific feedback to help you improve pickleball performance?
- **DOK 3:** How is growth mindset related to accepting and applying specific feedback?
- **DOK 4:** Identify 2 areas in your pickleball game that need improvement. Create a plan to improve those areas over the next 2 weeks. What can you do in class? What can you do outside of class?

TEACHING STRATEGY FOCUS

**Help students practice skills, strategies, and processes.** Implementing specific corrective feedback into skill practice is a critical strategy for learning all motor skills. Making this an explicit part of the toss drill experience will help students work through some of the mental and emotional challenges that naturally arise when they receive constructive criticism. Establishing a positive tone and following agreeable etiquette from the start of this experience will help students embrace the learning process in all areas of their personal development.

## 1-BOUNCE PARTNER SCRAMBLE

### STUDENT TARGETS

- **Skill:** I will volley continuously with a partner, demonstrating controlled and balanced weight transfer and striking form.
- **Cognitive:** I will describe and discuss the importance of weight transfer and timing.
- **Fitness:** I will actively engage in all activities, with a focus on developing my skill and fitness.
- **Personal & Social Responsibility:** I will work with a variety of partners and use positive language to encourage everyone that I work with.

### TEACHING CUES

#### Forehand/Backhand Volley

- Plant Your Feet
- Eyes on the Ball
- Push with Paddle's Open Face

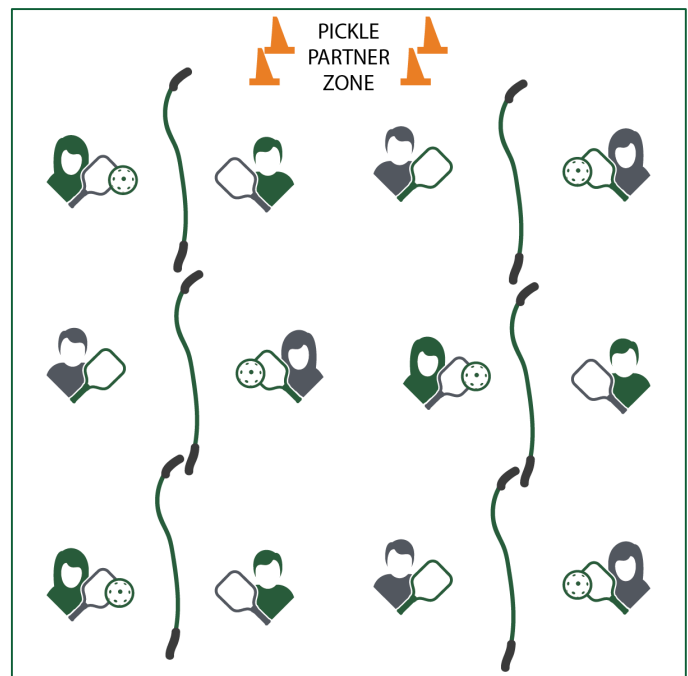
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 1 jump rope per pair of students
- 1 paddle per student
- 1 pickleball per pair of students
- 4 cones to create a Pickle-Partner Zone

#### Set-Up:

1. Lay jump ropes in a series of parallel lines to create mini-courts. Create 1 court for every 2 students.
2. Pair students. Each pair with paddles and a pickleball. Send each pair to a mini-court.
3. In the center of the activity (or along a sideline), use 4 cones to create a Pickle-Partner Zone.



#### Activity Procedures:

1. It's time to work on our forehand and backhand with many different pickleball partners on our mini-courts. We'll work to volley over a very low jump-rope net.
2. On the start signal, use a drop hit to begin volleying with a partner. In this round we'll use forehands only. On the change signal, everyone will have 15 seconds to find a new partner and get to a mini-court.
3. If you can't find a partner in 15 seconds, move to the Pickle-Partner Zone and match up with another student in the zone. Quickly move to an open mini-court to begin.
4. On the start signal, use a drop hit to start a new series of volleys.
5. After 5 or 6 rounds of forehand practice, change to backhand practice.

#### Grade Level Progression:

- 6<sup>th</sup>: Focus the majority of practice time on forehand striking.  
 7<sup>th</sup>: Balance practice time between forehand and backhand striking.  
 8<sup>th</sup>: Prompt students to alternate between forehand and backhand strikes during each rally.

**1-BOUNCE PARTNER SCRAMBLE**

UNIVERSAL DESIGN ADAPTATIONS

- Allow students to use balloons with foam paddles.
- Provide a variety of different balls and paddles for students to choose from (e.g., size, shape, texture, color, bounce).

ACADEMIC LANGUAGE

Continuous, Control, Encouragement, Strike, Timing, Volley, Weight Transfer

STANDARDS & OUTCOMES ADDRESSED

- **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 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).

DEBRIEF QUESTIONS

- **DOK 1:** What is “weight transfer”?
- **DOK 2:** How do you transfer weight when you strike a pickleball?
- **DOK 3:** How do you know that weight transfer is critical to pickleball performance? Elaborate on your answer.
- **DOK 1:** What does “timing” mean?
- **DOK 2:** How does timing affect the accuracy of your strikes?
- **DOK 3:** How is timing related to weight transfer?

TEACHING STRATEGY FOCUS

**Help students engage in cognitively complex tasks:** Often in physical education, students are given practice tasks to develop a skill but are never challenged to cognitively connect the skill themes and movement concepts that are essential for their learning. Discussing the relationship between weight transfer and timing is an opportunity to make this type of connection and build cognitive complexity into a lesson.



## PARTNER RALLY DRILLS

### STUDENT TARGETS

- **Skill:** I will volley continuously with a partner, demonstrating controlled and balanced weight transfer and striking form.
- **Cognitive:** I will discuss the concepts of power and accuracy.
- **Fitness:** I will remain actively engaged in all rally drills.
- **Personal & Social Responsibility:** I will provide encouragement and feedback to my partner.

### TEACHING CUES

#### Forehand/Backhand Volley

- Plant Your Feet
  - Eyes on the Ball
  - Push with Paddle's Open Face
- #### Lob
- Contact Low
  - Follow Through Strong and High

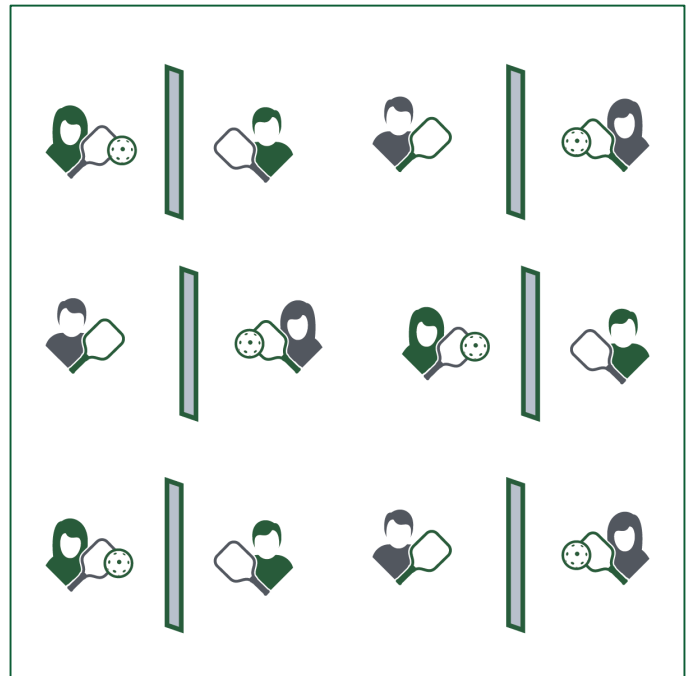
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 1 pickleball paddle per student
- 1 pickleball per pair of students
- 1 net per pair of students (use jump ropes as nets as needed)

#### Set-Up:

1. Set up 1 court per pair of students. If you do not have enough nets, create mini-courts using jump ropes as net dividing lines.
2. Pair students. Each pair at a net with paddles and a ball.



#### Activity Procedures:

1. It's time for partner rally drills using a net. In each drill, you will be working toward 5 consecutive hits (JV) or 10 consecutive hits (Varsity). Increase or decrease the distance between you and your partner as needed.
2. **Drill 1: Partner Rally.** Face your partner across the net. Partner 1 begins with a drop-hit to partner 2. Partner 2 volleys the ball back without allowing a bounce. Continue volleying with no bounces, counting your consecutive hits. Use both forehand and backhand hits. After 5 rally attempts, move on to drill 2.
3. **Drill 2: 1-Bounce and Volley.** Partner 1 begins with a drop-hit to partner 2. Partner 2 will hit the ball off of 1 bounce. Partner 2 will return with a volley, not allowing the ball to bounce. Continue this pattern. After 5 rally attempts, move on to drill 3.
4. **Drill 3: 1 Bounce and Lob.** Part 1 begins with a drop-hit to partner 2. Partner 2 will return with a lob. Partner 1 returns off of 1 bounce. Partner 2 hit another lob. Continue this pattern. After 5 rally attempts, move back to drill 1 and repeat.

#### Grade Level Progression:

- 6<sup>th</sup>: Perform the activity as described above.  
 7<sup>th</sup>: Focus on power and accuracy with strikes that move partners from side to side and front to back.  
 8<sup>th</sup>: Prompt students to provide constructive feedback and encouragement to their peers.

**PARTNER RALLY DRILLS**

UNIVERSAL DESIGN ADAPTATIONS

- Use floor lines or jump ropes instead of standard nets.
- Modify activity rules to allow for multiple bounces.
- Use equipment to match student skills and preferences.

ACADEMIC LANGUAGE

Accuracy, Continuous, Control, Encouragement, Power, Rally, Timing, Volley, Weight Transfer

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [M14.6&8]:** 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 [M15.6-8]:** 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 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).

DEBRIEF QUESTIONS

- **DOK 1:** How would you describe “power” as it relates to pickleball?
- **DOK 1:** How would you describe “accuracy”?
- **DOK 2:** How does power affect accuracy?
- **DOK 3:** How are skill cues related to power and accuracy?

TEACHING STRATEGY FOCUS

**Help students examine their reasoning.** In many sports, young players will attempt to strike (throw or kick) with power while sacrificing accuracy. Sometimes this trade is strategically appropriate; most of the time it isn’t. This is especially true as players work to extend a rally. Take this opportunity to help students think about the trade-offs, advantages, and disadvantages of both power and accuracy.

## PARTNER RALLY TALLY

### STUDENT TARGETS

- **Skill:** I will volley continuously with a partner, demonstrating controlled and balanced weight transfer and striking form.
- **Cognitive:** Will write and verbally communicate corrective feedback to my partner using positive language.
- **Fitness:** I will take responsibility for developing my skill-related fitness.
- **Personal & Social Responsibility:** I will implement corrective feedback in order to improve my performance.

### TEACHING CUES

- Follow Skill Cues for all Strokes/Strikes Learned
- Cooperate
- Encourage
- Have Fun

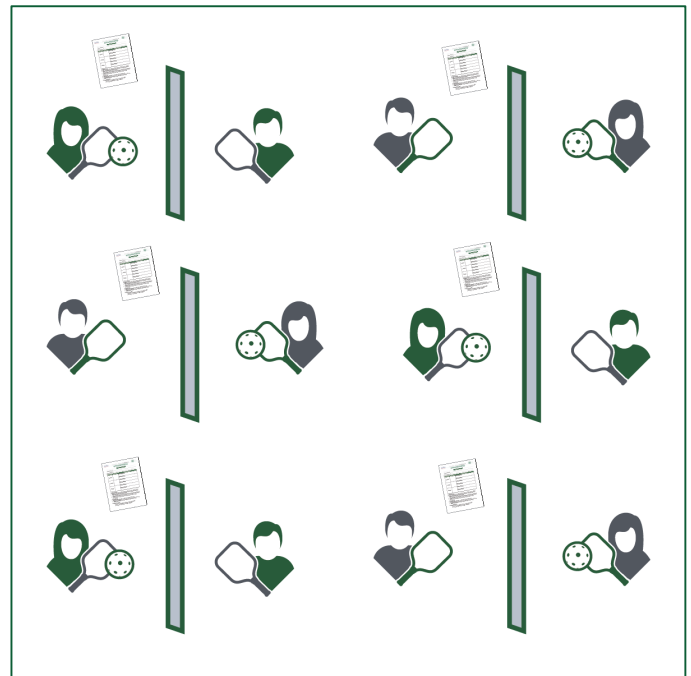
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 1 pickleball paddle per student
- 1 pickleball per pair of students
- 1 net per pair of students (use jump ropes as nets as needed)
- 1 Partner Rally Tally Feedback & Score Card (and writing utensil) per pair of students

#### Set-Up:

1. Set up 1 court per pair of students. If you do not have enough nets, crate mini-courts using jump ropes as net dividing lines.
2. Pair students. Each pair at a net with paddles, a ball, and a Feedback & Score Card.



#### Activity Procedures:

1. It's time for Partner Rally Tally. The object of this game is to work with your partner to score the highest number of consecutive volleys as possible.
2. We will play for 3 minutes. When you hear the stop signal, stop and begin working with your partner to complete part 1 of the Feedback & Score Card. On the scorecard, record the number of volleys in your longest rally during the 3-minute period. On the feedback card, record 1 piece of corrective feedback for your partner, with a focus on helping them develop their pickleball striking skills.
3. After we've finished recording our scores and feedback, we'll play for another 3 minutes. On the stop signal, complete part 2 of the Feedback & Score Card with a focus on developing your teamwork and cooperative skills.
4. If there's time, we'll play a final 3<sup>rd</sup> round to see if we can improve our scores.

#### Grade Level Progression:

- 6<sup>th</sup>: If students aren't ready for peer-coaching activities, remove this part of the scorecard from the activity.  
7<sup>th</sup>–8<sup>th</sup>: Perform the activity as described above.

**PARTNER RALLY TALLY**

UNIVERSAL DESIGN ADAPTATIONS

- Use floor lines or jump ropes instead of standard nets.
- Modify activity rules to allow for multiple bounces.
- Use equipment to match student skills and preferences.

ACADEMIC LANGUAGE

Accuracy, Continuous, Control, Encouragement, Feedback, Positive Language, Rally, Volley, Weight Transfer

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [M15.6-8]:** 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 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).

DEBRIEF QUESTIONS

- **DOK 1:** How can you recognize corrective feedback?
- **DOK 2:** How would you compare and contrast corrective feedback and negative criticism?
- **DOK 3:** How is positive language related to corrective feedback?
- **DOK 4:** Let's create a list of ground rules for providing and receiving corrective feedback.

TEACHING STRATEGY FOCUS

**Help students examine similarities and differences.** Students enter the physical education classroom with a wide variety of experiences and attitudes about feedback. While some may have positive attitudes shaped by constructive experiences, others will have negative behavior patterns formed by regular doses of negative criticism. It is essential that we acknowledge student experiences and teach them that although constructive and negative feedback may look alike in some ways, there are important differences, and lifelong learners embrace positive, corrective feedback as a tool for improving.

## SERVE DRILLS

### STUDENT TARGETS

- **Skill:** I will perform a legal underhand serve with a focus on following cues and accurate placement.
- **Cognitive:** I will recall all skill cues for an underhand serve.
- **Fitness:** I will identify the skill-related fitness components involved in both serves and returns.
- **Personal & Social Responsibility:** I will help and encourage the players in my group with positive language and cooperative behaviors.

### TEACHING CUES

#### Underhand Serve

- Leg Opposite Paddle Forward
- Paddle Head Top-down, Below Wrist
- Drop Ball, Contact After Drop (Before a Bounce)
- Follow Through Up and Forward

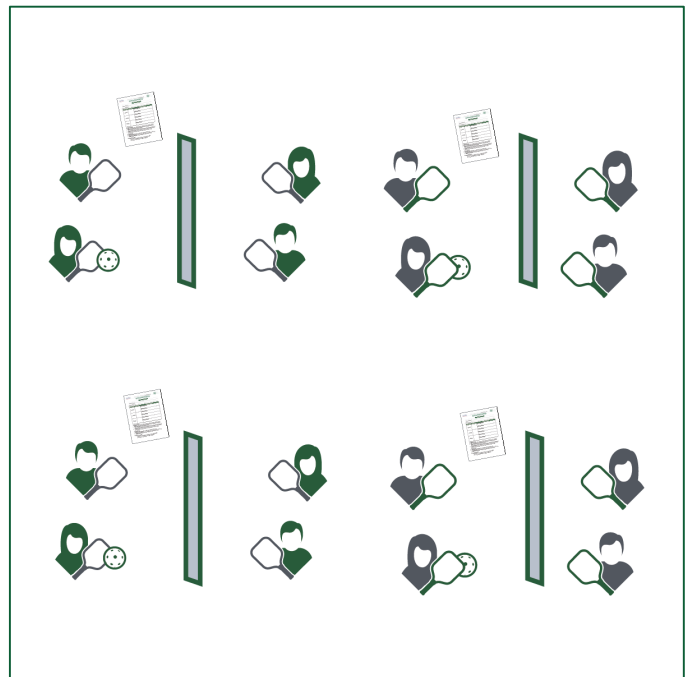
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 1 pickleball paddle per student
- 1 pickleball per group of 4 students
- 1 net per group of 4 students (use jump ropes as nets as needed)
- Serve Drill Scorecard (optional)

#### Set-Up:

1. Set up 1 court per group of 4 students. If you do not have enough nets, crate mini-courts using jump ropes as net dividing lines.
2. Divide students into groups of 4. Each group at a net with paddles and a ball.



#### Activity Procedures:

1. It's time for Serve Drills. Pickleball is often played as a 2v2 doubles game. In these drills, you and your partner will serve to another pair. Split the court in half (right and left) to cover the area as a team.
2. **Drill 1: Serving Only.** Player A serves 3 balls from right court diagonally across to player D. Then player C serves 3 balls from left court diagonally across to player B. Then players B and D collect all balls and take turns serving back diagonally across.
3. **Drill 2: Serve & Lob.** Serve with the same pattern as above. However, on each serve, the receiving player will send a lob back across the net. Collect all balls and take turns.
4. **Drill 3: Serve & Return Team Challenge.** It's time for a team challenge. Serve in the same pattern as above. The receiving player can return the ball with any type of legal hit. Score 1 point for every legal serve and 1 point for every legal return. Don't continue a rally; stop each series after a serve and return. Server calls out the score.

#### Grade Level Progression:

6<sup>th</sup>: Perform the activity as described above.

7<sup>th</sup>–8<sup>th</sup>: Record the percentage of successful serves. Provide specific feedback for improving performance.



**SERVE DRILLS**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- Use a batting tee or cone to hold ball at the correct level for striking.
- Use balloons to slow down the motion and technique.

ACADEMIC  
LANGUAGE

Accuracy, Actively Engage, Cooperation, Follow Through, Placement, Return, Serve, Underhand

STANDARDS  
& OUTCOMES  
ADDRESSED

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

DEBRIEF  
QUESTIONS

- **DOK 1:** Can you remember the cues for an underhand serve?
- **DOK 2:** What parts of the serve affect accuracy the most?
- **DOK 3:** How is being actively engaged related to accuracy and performance?
- **DOK 4:** Let's first create a bulleted list that outlines the importance of active engagement, and then discuss ways we can convince others that staying actively engaged during skill practice is critical to success and development.

TEACHING  
STRATEGY  
FOCUS

**Manage response rates with tiered questioning techniques.** The set of DOK (Depth of Knowledge) questions above are provided in ascending order of cognitive complexity to guide students as they deepen their thinking about critical content. This is an opportunity for teachers to connect the concepts of focus and purpose with practice tasks in a way that guides students toward deeper understanding, rather than casting expectations without clear rationale.

## FRONTON SINGLES

### STUDENT TARGETS

- **Skill:** I will perform both forehand and backhand strokes during Fronton game play.
- **Cognitive:** I will use Pickleball strategy to attempt to win points for my team.
- **Fitness:** I will stay actively engaged with a focus on developing my fitness.
- **Personal & Social Responsibility:** I will provide encouragement and safely cooperate with my peers.

### TEACHING CUES

- Follow Skill Cues for all Strokes/Strikes Learned
- Focus on Safety
- Maintain Control
- Always Stay Alert

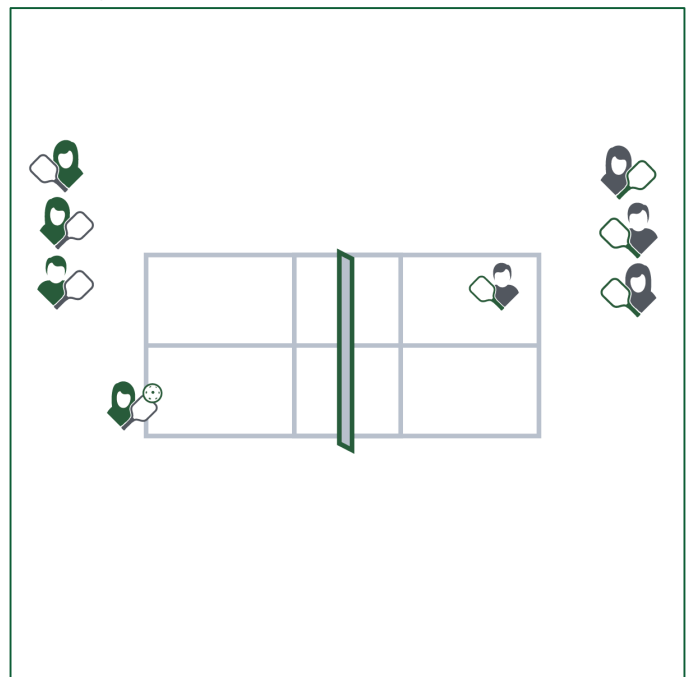
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 1 pickleball paddle per student
- 1 pickleball per group of 6 students
- 1 net per group of 6 students
- 2 cones and task tents per court
- 2 Pickleball Strategy Cards per court

#### Set-Up:

1. Set up 1 court per group of 6 students. Place cones and task tents with strategy cards just behind the baseline on both sides of the court.
2. Divide students into groups of 6. Each group at a court with paddles and a ball.
3. Arrange each court's players into 2 lines, 1 behind each cone. The 1<sup>st</sup> player in line begins on court, and the others wait to rotate on.



#### Activity Procedures:

1. Begin the game with 2 players from opposite teams on the court, facing off. 1 player serves. If you win the point, you stay on the court and play again. If you lose the point, you go to the end of your line and the next player steps onto the court.
2. Continue in this way. If a player wins 3 consecutive points, they cycle off, moving to the end of the line. However, the winning team restarts play with a fair serve.
3. Teams score points for every point won by a member of their team. Play to 7 (or to a time limit) and then rotate courts.

#### Grade Level Progression:

**6<sup>th</sup>:** Focus student strategy on returning to midcourt after each stroke in order to reduce offensive options for opposing players.

**7<sup>th</sup>:** Focus strategy on shot placement and moving the opposing player front to back and side to side.

**8<sup>th</sup>:** Focus strategy on varying shot placement, force, and timing to prevent an opposing player's shot anticipation.

FRONTON SINGLES

UNIVERSAL DESIGN ADAPTATIONS

- Modify rules to allow multiple bounces on returns.
- Allow students who struggle with serving to perform a drop hit (with a bounce) to start play.
- Use a floor line or jump rope rather than a net.

ACADEMIC LANGUAGE

Actively Engage, Cooperate, Backhand, Forehand, Safe, Serve, Singles, Strategy

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [M12.6]:** Performs a legal underhand serve with control for net/wall games such as badminton, volleyball, or pickleball (6).
- **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 [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 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).

DEBRIEF QUESTIONS

- **DOK 1:** What is a strategy?
- **DOK 2:** What do you know about pickleball strategy?
- **DOK 3:** Can you predict the outcome of a match in which a player who understands pickleball strategy plays another who does not understand pickleball strategy?
- **DOK 4:** Let’s develop a plan that can help us learn and understand pickleball strategy.

TEACHING STRATEGY FOCUS

**Help students engage in cognitively complex tasks.** Applying strategy in any skill-based sport or activity drastically increases the level of cognitive complexity for students. Many students will work in the cognitive stage of motor learning for an entire module or unit, and most others will remain in the associative stage. Both of these stages require significant cognitive resources to perform each pickleball skill. Adding game strategy at this point explodes the cognitive complexity of the activity and requires everyone (student, teacher, peers) to be patient and encouraging in order to foster both learning and a growth mindset.

**DOWN THE LINE / CROSSCOURT**

STUDENT TARGETS

- **Skill:** I will use good form for forehand and backhand strokes in order to hit the ball in the correct pattern.
- **Cognitive:** I will follow the correct hitting pattern.
- **Fitness:** I will actively engage with a focus on developing my skill-related fitness.
- **Personal & Social Responsibility:** I will demonstrate respect for my classmates by offering support and positive encouragement.

TEACHING CUES

**Forehand Ground Stroke**

- Non-paddle Shoulder Forward
- Opposite Foot Forward
- Paddle Top-Down
- Sweep Up Follow Through

**Backhand Ground Stroke**

- Paddle Shoulder Forward
- Same Foot Forward
- Paddle Top-Down
- Sweep Up Follow Through

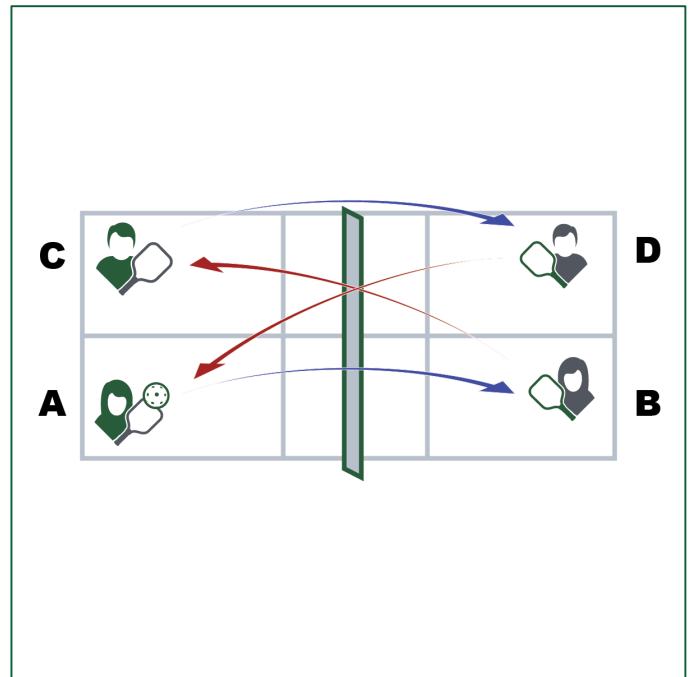
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- 1 pickleball paddle per student
- 1 pickleball per group of 4 students
- 1 jump rope per group of 4 students
- 4 low-profile cones per group of 4 students
- Down the Line / Crosscourt Diagram Cards

**Set-Up:**

1. Use jump ropes as nets and cones to set up 1 court per group of 4 students.
2. Arrange students into groups of 4. Each group at a court with paddles and a ball.
3. Students begin with 2 players on each corner of the court.



**Activity Procedures:**

1. It's time to practice a hitting pattern that can be used as a warm-up before games. The focus will be on striking form and accuracy. Diagram cards are displayed to help you understand the pattern.
2. Player A will begin the pattern with a hit down the line to Player B. Player B will return crosscourt to Player C. Player C returns down the line to Player D. Player D returns crosscourt to Player A. Continue the pattern. Rotate positions after 2–3 minutes.
3. How many consecutive patterns can you complete without an error?

**Grade Level Progression:**

- 6<sup>th</sup>: Teach the pattern by allowing students to toss/throw the pickleball in sequence before striking.
- 7<sup>th</sup>: Allow students to use 1 or 2 bounces in order to maintain a volley and the pattern.
- 8<sup>th</sup>: Perform the activity as written above.

**DOWN THE LINE / CROSSCOURT**

UNIVERSAL DESIGN ADAPTATIONS

- Students can catch the ball and then continue the pattern using a drop hit.
- Provide a variety of different balls and paddles for students to choose from (e.g., size, shape, texture, color, bounce)

ACADEMIC LANGUAGE

Actively Engage, Backhand, Forehand, Pattern, Respect, Skill-Related Fitness

STANDARDS & OUTCOMES ADDRESSED

- **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 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).

DEBRIEF QUESTIONS

- **DOK 1:** What is a pattern?
- **DOK 2:** How does you place within the pattern affect the way you strike the ball?
- **DOK 3:** How is demonstrating respect for others related to your group’s ability to follow the correct pattern?

TEACHING STRATEGY FOCUS

**Organize students to interact with content.** Down the Line / Crosscourt is an activity that prompts students to execute pickleball skills in a cooperative and social setting. This level of collaboration creates an environment where social and emotional skills are demonstrated and developed.



## DOUBLES RALLY TALLY

### STUDENT TARGETS

- **Skill:** I will volley continuously with others, demonstrating controlled and balanced weight transfer and striking form.
- **Cognitive:** I will write and verbally communicate corrective feedback to my partner using positive language.
- **Fitness:** I will take responsibility for developing my skill-related fitness.
- **Personal & Social Responsibility:** I will implement corrective feedback in order to improve my performance.

### TEACHING CUES

- Follow Skill Cues for All Strokes/Strikes Learned
- Cooperate
- Encourage
- Have Fun

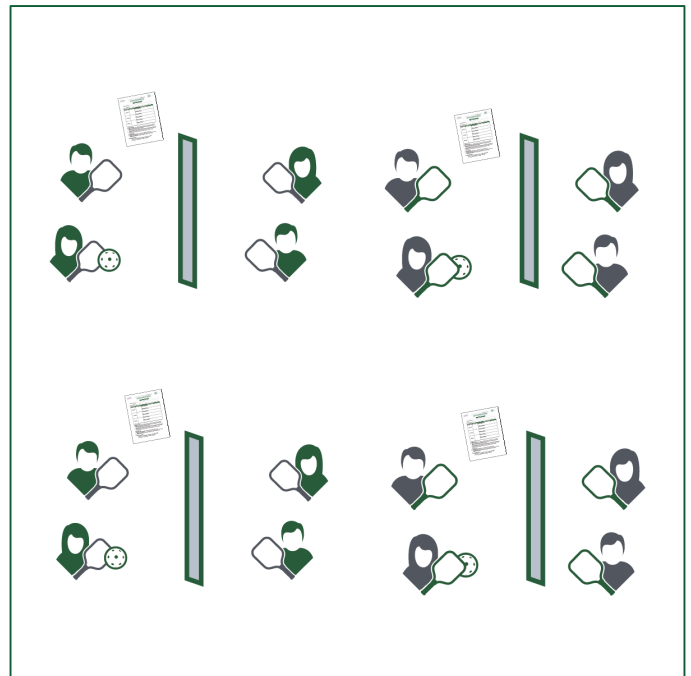
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 1 pickleball paddle per student
- 1 pickleball per group of 4 students
- 1 net per group of 4 students (use jump ropes as needed)
- 4 low-profile cones per group of 4 students
- 1 Doubles Rally Tally Feedback & Scorecard (and writing utensil) per pair of students.

#### Set-Up:

1. Set up 1 court per group of 4 students. If you do not have enough nets, use jump ropes.
2. Pair students. Each pair at a net with paddles and a ball.
3. Each pair with a Feedback & Score Card.



#### Activity Procedures:

1. It's time for Doubles Rally Tally. The object of this game is for you and your partner to work with another pair to score the highest number of consecutive volleys possible.
2. We will play for 3 minutes. When you hear the stop signal, it will be time to work as a group to complete part 1 of the Feedback & Score Card. On the scorecard, record the number of volleys in your longest rally during the 3-minute period. On the feedback card, record 1 piece of corrective feedback for your group members, focusing on helping them develop their pickleball skills.
3. After we've finished recording our scores and feedback, we'll play for another 3 minutes. On the stop signal, complete part 2 of the Feedback & Score Card with a focus on developing cooperative skills.
4. If there's time, we'll play a final 3<sup>rd</sup> round to see if we can improve on our scores.

#### Grade Level Progression:

- 6<sup>th</sup>:** If students aren't ready for peer-coaching activities, remove this part of the scorecard from the activity.  
**7-8<sup>th</sup>:** Perform the activity as described above.

**DOUBLES RALLY TALLY**

UNIVERSAL DESIGN ADAPTATIONS

- Use floor lines or jump ropes instead of standard nets.
- Modify activity rules to allow for multiple bounces.
- Use equipment to match student skills and preferences.

ACADEMIC LANGUAGE

Accuracy, Continuous, Control, Doubles, Encouragement, Feedback, Positive Language, Rally, Volley, Weight Transfer

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [M15.6-8]:** 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 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).

DEBRIEF QUESTIONS

- **DOK 1:** What does “implement” mean?
- **DOK 2:** How can you implement corrective feedback?
- **DOK 3:** How will your overall performance improve if you implement corrective feedback? Can you support your answer with specific examples?
- **DOK 4:** Based on the feedback you received, which of the activities and drills we learned so far can help you make improvements?

TEACHING STRATEGY FOCUS

**Organize students to interact with content.** Doubles play increases the dynamic complexity of Rally Tally and forces students to control their movements in relation to objects and people on their side of the net. Although there’s less space for a single player to cover, the complex nature of cooperating with a teammate brings unique challenges and requires specific feedback to help students adjust and understand how to play doubles successfully. Look for teachable moments; stop play frequently to highlight success and address challenges.

## LEVEL 2 TOSS DRILLS

### STUDENT TARGETS

- **Skill:** I will perform the skill cues for forehand, backhand, and smash shots.
- **Cognitive:** I will implement specific feedback to improve my pickleball performance.
- **Fitness:** I will work to improve my muscular endurance by maintaining posture and balance in ready position.
- **Personal & Social Responsibility:** I will provide feedback and encouragement to my classmates.

### TEACHING CUES

#### Overhead Smash

- Back Scratch Position
- Extend Arm
- Extend to Elbow Straight
- Follow Through Forward and Down

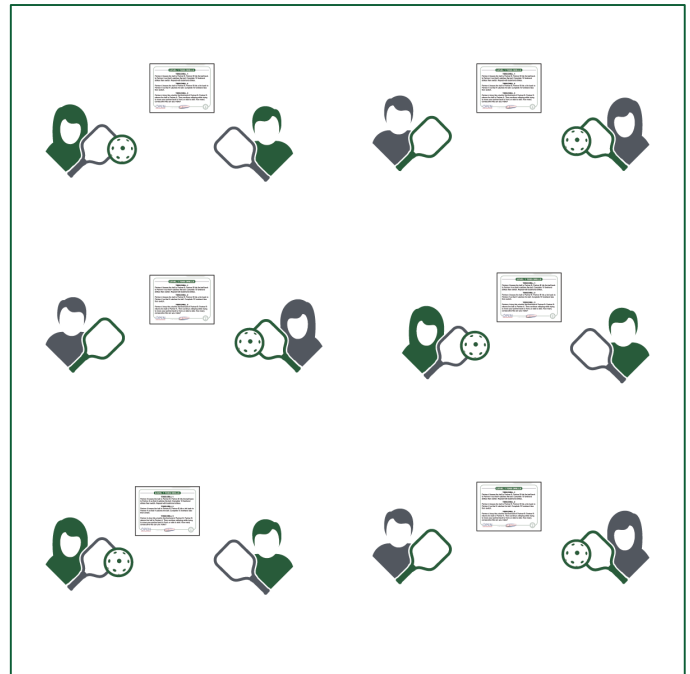
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 1 paddle per student
- 1 pickleball per pair of students
- 1 Level 2 Toss Drills Play Card per pair of students

#### Set-Up:

1. Pair students, each pair with 2 paddles, 1 pickleball, and 1 play card. (Alternatively, you could display the play card using a projector.)
2. Set up the play area with students all hitting in the same direction – either side to side of the gym, or front to back.



#### Activity Procedures:

1. Now that we've completed our first attempt at Doubles Rally Tally, we'll work on our skills with some Level 2 Toss Drills. Then we'll perform the Doubles Rally Tally again and see if we can improve our scores. Listen for start and stop signals as we begin and end each drill.
2. **Toss Drill 1:** Partner A tosses the ball to Partner B. Partner B hits the ball back to Partner A so that A must move side to side to catch the ball. Complete 10 forehands, then switch. Repeat with backhands.
3. **Toss Drill 2:** Partner A tosses the ball to Partner B. Partner B hits a lob back to Partner A. Partner A hits a smash back that bounces in front of Partner B's feet. Complete 10, then switch.
4. **Toss Drill 3:** Partner A drop-hits a ball to the backhand of Partner B. Partner B returns the ball to Partner A. Then continue volleying while trying to move your partner back to front, or side to side. How many consecutive hits can you make?

#### Grade Level Progression:

- 6<sup>th</sup>:** Work through each toss drill as a group, giving feedback and instruction after each drill is complete.  
**7–8<sup>th</sup>:** Allow students to progress from drill to drill on their own.

**LEVEL 2 TOSS DRILLS**

UNIVERSAL DESIGN ADAPTATIONS

- Use cones at varying heights as striking tees to create a static practice task. Students strike off the cones and a variety of levels to practice different pickleball shots.
- Allow students to modify the task to meet their needs and skill level.

ACADEMIC LANGUAGE

Backhand, Balance, Feedback, Forehand, Growth Mindset, Improve, Smash, Posture, Skill Cue

STANDARDS & OUTCOMES ADDRESSED

- **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 [M15.6-8]:** 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 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 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).

DEBRIEF QUESTIONS

- **DOK 1:** What is power?
- **DOK 2:** How would you apply power in a pickleball match?
- **DOK 3:** Can you describe a game situation in which you'd apply power?
- **DOK 4:** How can we design a practice task to help us apply power while maintaining accuracy?

TEACHING STRATEGY FOCUS

**Help students process content.** Power is not a term that is often associated with Pickleball. However, as a movement concept, power and the control of power are critical to many aspects of both skill application and tactical play. Take time to discuss power using tiered questions that will facilitate student processing.

## FRONTON DOUBLES

### STUDENT TARGETS

- **Skill:** I will perform legal serves with control and accuracy.
- **Cognitive:** I will apply game strategies in order to give my team the best opportunity to win each point.
- **Fitness:** I will take responsibility for developing my skill-related fitness.
- **Personal & Social Responsibility:** I will engage and respond appropriately using rules, guidelines, and etiquette to resolve conflicts and promote fair play.

### TEACHING CUES

#### Underhand Serve

- Leg Opposite Paddle Forward
- Paddle Head Top-down, Below Wrist
- Drop Ball, Contact After Drop (Before a Bounce)
- Follow Through Up and Forward

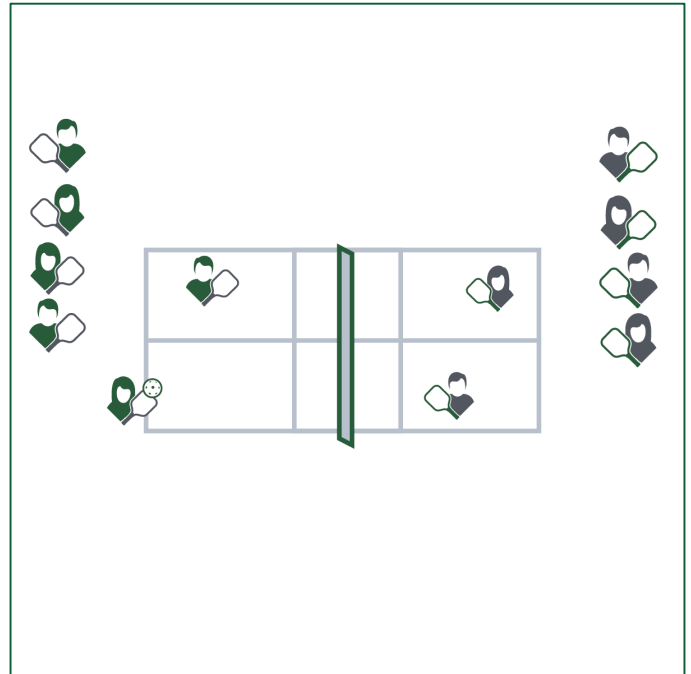
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 1 pickleball paddle per student
- 1 pickleball per group of 8 students
- 1 net per group of 8 students
- 2 cones and task tents per group of 8 students
- 2 Pickleball Strategy Cards per court

#### Set-Up:

1. Set up 1 court per group of 8 students. Place cones and task tents with strategy cards just behind the baseline on both sides of the court.
2. Arrange students into groups of 8. Each group at a court with paddles and a ball.
3. Divide groups into 2 teams of 4. 2 students from each team begin on the court. The other 2 students line up behind their team's cone.



#### Activity Procedures:

1. Begin the game with 1 pair from each team on the court, facing off as doubles. 1 player serves. If you and your partner win the point, stay on the court and play again. If you lose the point, you go to the end of your line and the next pair steps onto the court.
2. Continue play, with the winning pair serving to a new opposing team. If a pair wins 3 consecutive points, they cycle off, moving to the end of the line. However, the winning team restarts play with a fair serve.
3. Teams score every time 1 of their pairs wins a point. Play to 7 or to a time limit and then rotate courts.

#### Grade Level Progression:

- 6<sup>th</sup>:** Focus strategy on returning to good doubles spacing after each stroke in order to reduce offensive options for opposing players.
- 7<sup>th</sup>:** Focus strategy on shot placement and moving opposing player front to back and side to side.
- 8<sup>th</sup>:** Focus strategy on varying shot placement, force, and timing to prevent an opposing player's shot anticipation.



**FRONTON DOUBLES**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- Modify rules to allow multiple bounces on returns.
- Allow students who struggle with serving to perform a drop-hit (with a bounce) to start play.
- Use a floor line or jump rope rather than a net.

ACADEMIC  
LANGUAGE

Accuracy, Conflict Resolution, Control, Etiquette, Fair Play, Rules, Serve, Strategy

STANDARDS  
& OUTCOMES  
ADDRESSED

- **Standard 1 [M12.6]:** Performs a legal underhand serve with control for net/wall games such as badminton, volleyball, or pickleball (6).
- **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 [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 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).

DEBRIEF  
QUESTIONS

- **DOK 1:** Can you define the word "strategy"?
- **DOK 2:** What do you know about pickleball offensive strategies? What about defensive strategies?
- **DOK 3:** How is open space related to pickleball strategies (offensive and/or defensive)?
- **DOK 4:** Let's create an assessment that will help us document our class understanding of pickleball strategy. What can we learn from the results of our assessment?

TEACHING  
STRATEGY  
FOCUS

**Help students record and represent knowledge.** The DOK 4 question above prompts students to create an assessment to document their classmates' understanding of pickleball strategy. Truly rigorous teaching highlights the need to expand the types of cognitive representations that students produce from a learning experience. By this point in the modules, they have used assessments to improve performance and process lesson content. Now raise expectations and give students the opportunity to demonstrate the ability to bring abstract concepts to life from their own point of view.

## PICKLEBALL STATION DAY

### STUDENT TARGETS

- **Skill:** I will demonstrate pickleball skills learned in this module.
- **Cognitive:** I will use academic language during group discussions.
- **Fitness:** I will stay active at an intensity that increases my heart rate.
- **Personal & Social Responsibility:** I will use positive language to encourage my classmates and avoid trash talk.

### TEACHING CUES

- Follow Skill Cues for All Strokes/Strikes Learned
- Cooperate
- Work Independently
- Have Fun

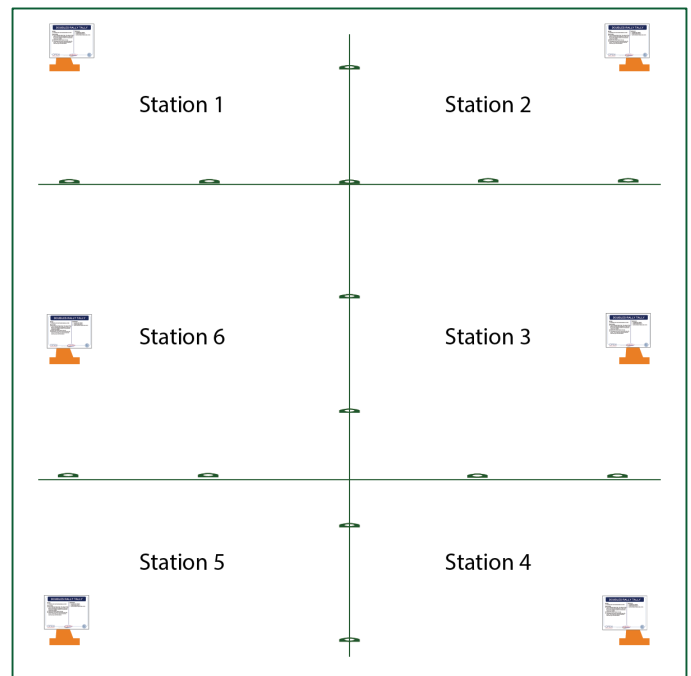
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 24 low-profile cones
- 1 large cone and task tent per station
- Pickleball Station Cards (see cards for station equipment)
- Station music and music player ([Apple Music](#))

#### Set-Up:

1. Use low-profile cones to create 6–12 grids (depending on class size and activity area).
2. Set station cards on tall cones in each grid.
3. Set up stations according to station cards.
4. Designate 1 station as an assessment station.
5. Create groups of 2–6 students, each group at a different station.



#### Activity Procedures:

1. It's Pickleball Station Day! At each station, you'll play 1 of your favorite games from earlier in this module.
2. When the music starts, begin working at your station. When it stops, you'll have a short period of time to clean up your station equipment and rotate to the next station. Wait until the music begins again before you start the activity at the new station.

#### Grade Level Progression:

- 6–7<sup>th</sup>: Play the activity as described above.  
8<sup>th</sup>: Allow students to create their own skill stations.

PICKLEBALL STATION DAY

UNIVERSAL DESIGN ADAPTATIONS

- Provide students with step-by-step assistance with station clean-up and rotation.
- Choose modifications from the activity pages that correspond to each station.

ACADEMIC LANGUAGE

*Select words to review from previous lessons.*

STANDARDS & OUTCOMES ADDRESSED

- **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 [M15.6-8]:** 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).
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DEBRIEF QUESTIONS

*Use this opportunity to review DOK topics that the students previously found challenging to assess their cognitive development and understanding.*

TEACHING STRATEGY FOCUS

**Organize students to interact with content.** The use of grids to organize students into learning stations is an effective way to manage activity, assessment, and cooperative learning opportunities. Practice using this format several times before attempting to facilitate an assessment experience. Students need time to master the management aspects of station work. However, once this routine is learned, it often becomes an essential management tool in physical education.

## 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.

### TEACHING CUES

- Play with Purpose
- Follow the Spirit of the Game
- Help and Encourage Others

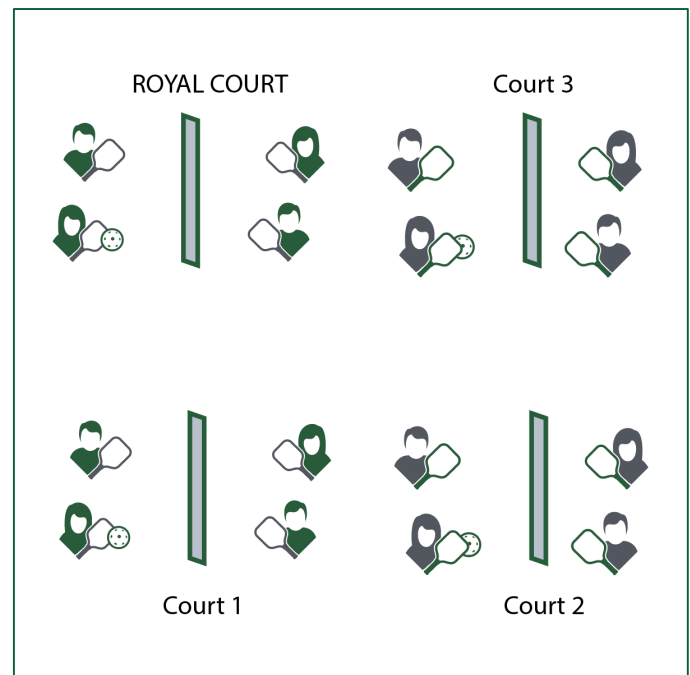
### ACTIVITY SET-UP & PROCEDURE

#### 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 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 number 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 Awards.

#### Grade Level Progression:

- 6<sup>th</sup>:** Pair students of similar skill levels, and skip the royal court rotation. Instead, rotate students with a focus on setting them up for challenge, success, and fun.
- 7-8<sup>th</sup>:** Play the activity as described above.

**ROYAL COURT GAME DAY**

UNIVERSAL DESIGN ADAPTATIONS

- Create a “recreation league” and de-emphasize tracking score. Instead, encourage students to work toward cooperative goals similar to Rally Tally. All students to choose participation in either the Royal Court format or the Rec League format.

ACADEMIC LANGUAGE

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

STANDARDS & OUTCOMES ADDRESSED

- **Standard 2 [M7.6-8]:** Creates open space in net/wall games with a short-handled implement by varying force and direction (6); Creates open space in net/wall games with a long-handled implement by varying force, direction, and moving opponent from side to side (7); Creates open space in net/wall games with either a long- or short-handled implement by varying force or direction, or moving opponent side to side and/or forward and back (8).
- **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 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).

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?

TEACHING STRATEGY FOCUS

**Help students examine their reasoning.** As students give responses to the DOK questions above, challenge their responses with prompts to elaborate or to defend their answers with evidence or logical reasoning. Model positive and constructive critiquing, and support students as they both struggle and succeed.