

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

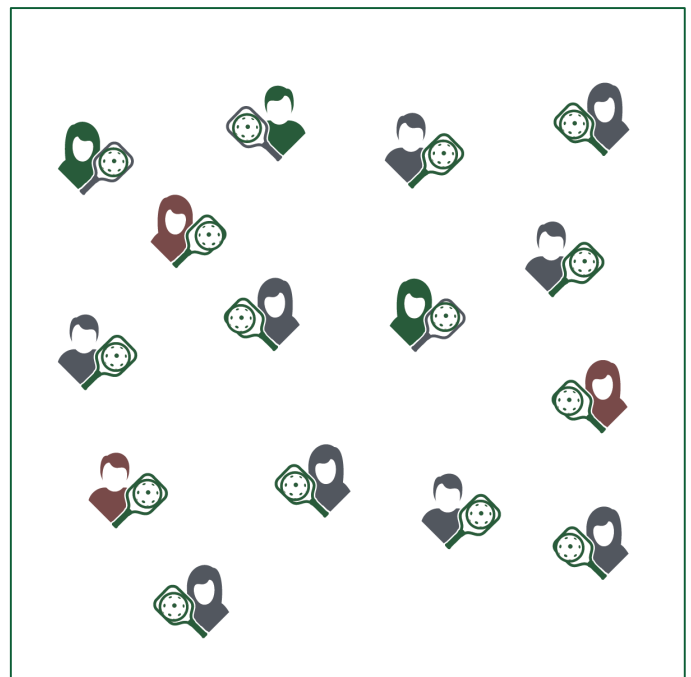
ACTIVITY SET-UP & PROCEDURE

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:

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

7th: Prompt students to create the health- and skill-related tasks to be completed.

8th: 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.