

## 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

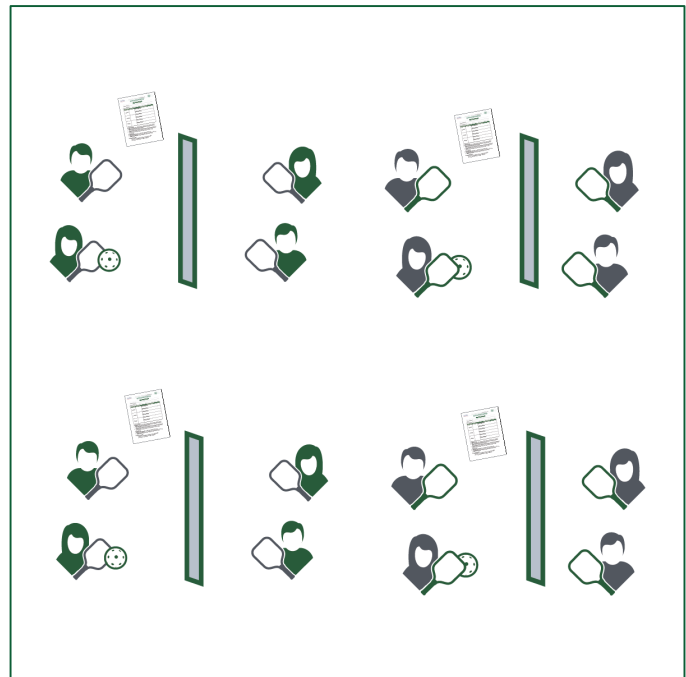
### ACTIVITY SET-UP & PROCEDURE

#### 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.