



TOOLS FOR TEACHING **PICKLEBALL**

MIDDLE SCHOOL (6-8)

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THE HEART OF THE GAME



TOOLS FOR TEACHING **PICKLEBALL**

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MODULE OVERVIEW

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MODULE OVERVIEW

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).

MODULE OVERVIEW

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.

MODULE OVERVIEW

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.

MODULE OVERVIEW

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

MODULE OVERVIEW

PLANNING NOTES

MATERIALS LIST

QTY	NAME	CODE	 USGAMES.COM
24	Pickleball Paddles	1450225	Link to e-Store
24	Pickleballs	1384886	Link to e-Store
12	Large Jump Ropes	1343700	Link to e-Store
6	Pickleball Nets	2002183	Link to e-Store
24	Low-Profile Cones	1255690	Link to e-Store
6	Pinnies (2 colors)	1262711	Link to e-Store
6	Large Cones	1245875	Link to e-Store
6	Task Tents	1389878	Link to e-Store
			
	Academic Language Posters		OPENPhysEd.org
	Various Drill Cards & Play Cards		OPENPhysEd.org
	Station Cards		OPENPhysEd.org
	Student Assessments		OPENPhysEd.org



NOTES

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

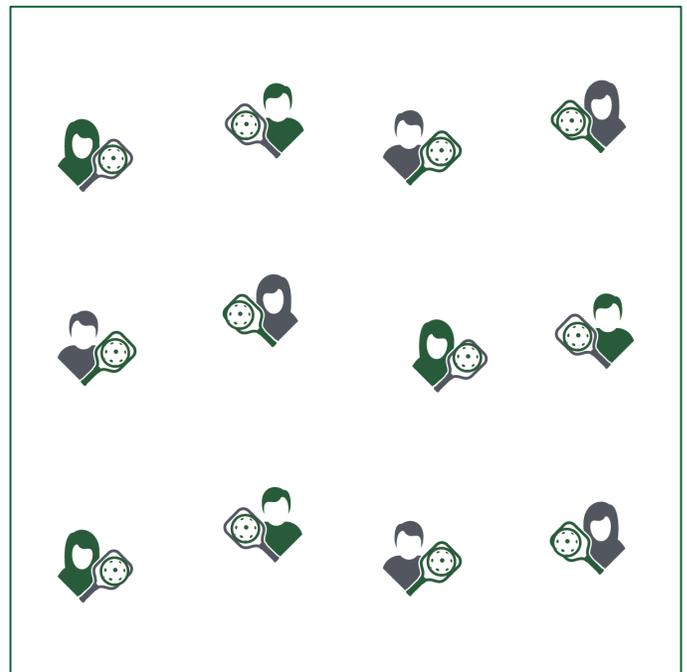
ACTIVITY SET-UP & PROCEDURE

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:

- 6th: Focus on perfecting self-volleys before moving on to Pancake Flipper XXL.
- 7th: Prompt students to attempt more than 10 self-volleys before volleying to a partner.
- 8th: 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

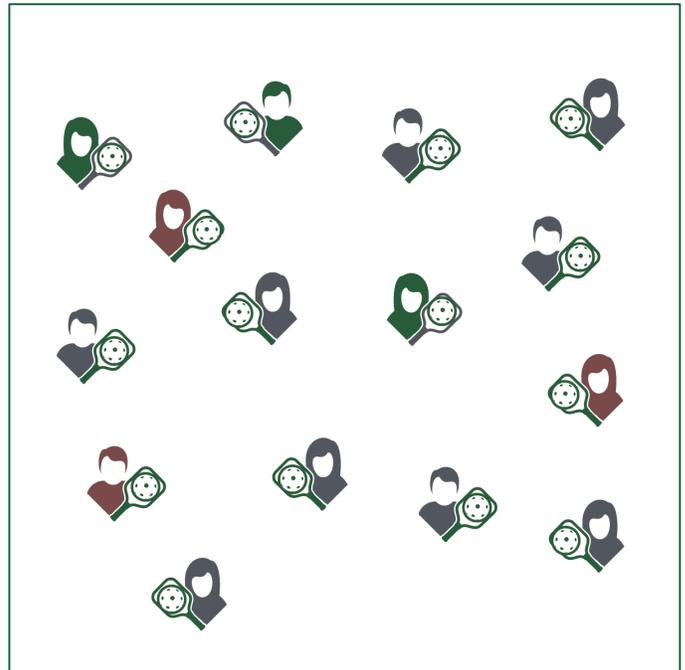
ACTIVITY SET-UP & PROCEDURE

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:

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

ACADEMIC LANGUAGE

STANDARDS & OUTCOMES ADDRESSED

DEBRIEF QUESTIONS

TEACHING STRATEGY FOCUS

- 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.

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

- **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).

- **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?

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

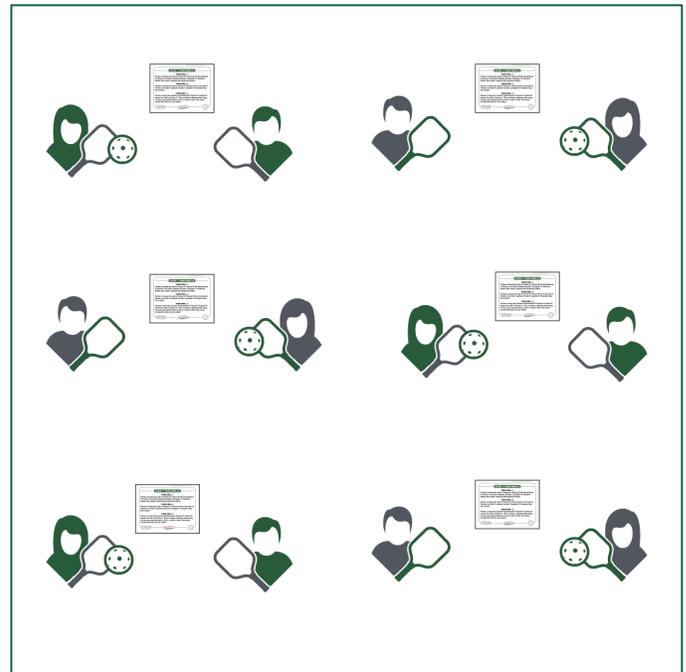
ACTIVITY SET-UP & PROCEDURE

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:

6th: 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.

7-8th: 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

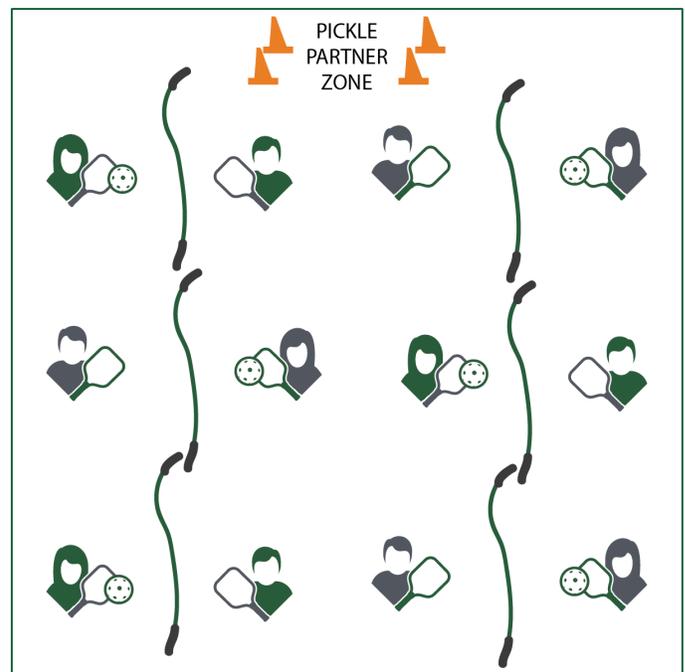
ACTIVITY SET-UP & PROCEDURE

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:

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

PARTNER 1-BOUNCE DRILL

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

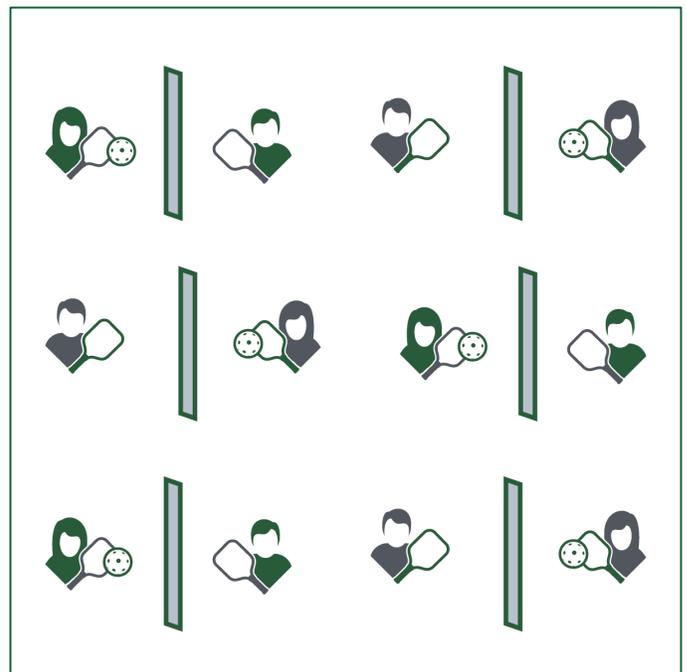
ACTIVITY SET-UP & PROCEDURE

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, crate 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:

- 6th: Perform the activity as described above.
 7th: Focus on power and accuracy with strikes that move partners from side to side and front to back.
 8th: 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

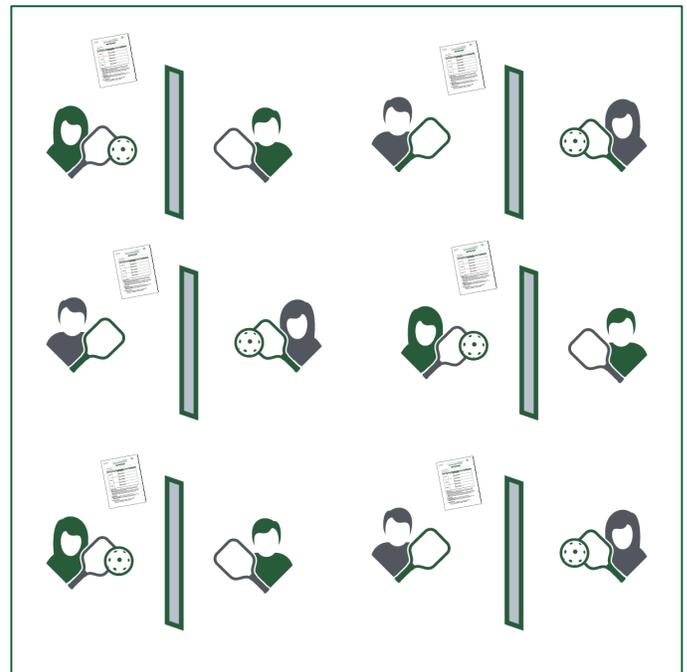
ACTIVITY SET-UP & PROCEDURE

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 3rd round to see if we can improve our scores.

Grade Level Progression:

- 6th: If students aren't ready for peer-coaching activities, remove this part of the scorecard from the activity.
7th–8th: 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

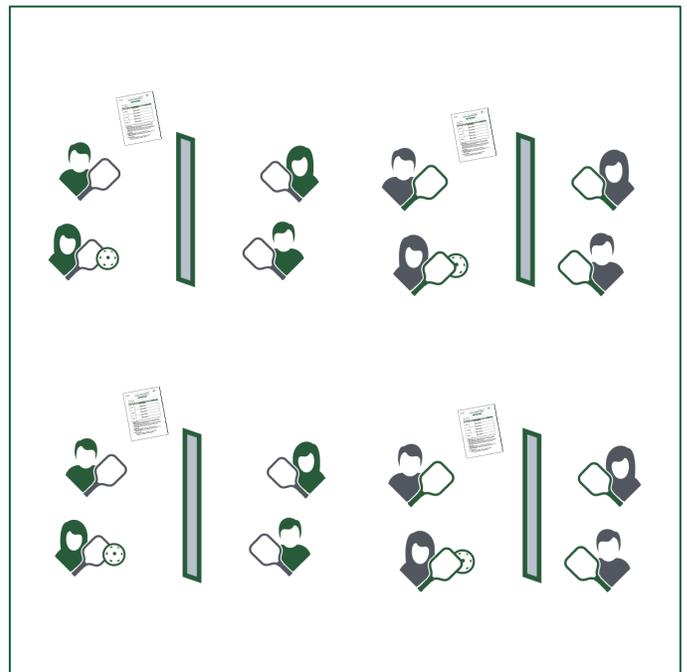
ACTIVITY SET-UP & PROCEDURE

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:

6th: Perform the activity as described above.

7th–8th: 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

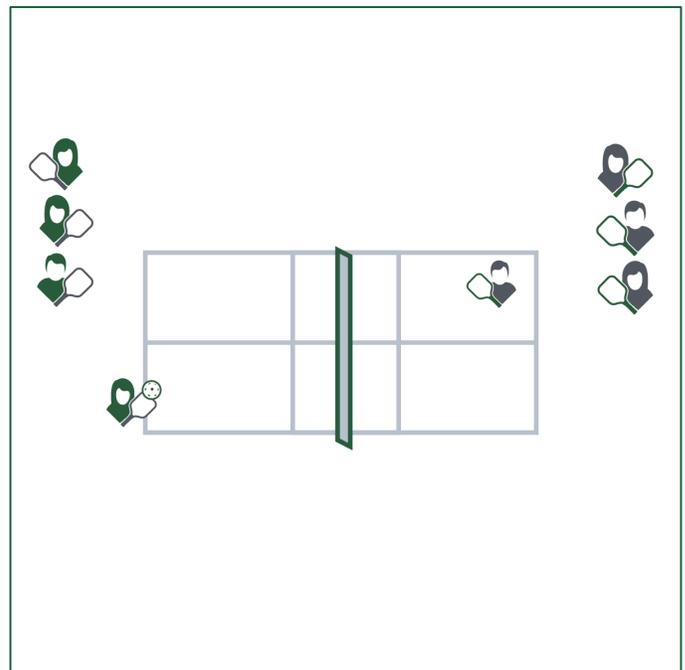
ACTIVITY SET-UP & PROCEDURE

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 1st 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:

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

7th: Focus strategy on shot placement and moving the opposing player front to back and side to side.

8th: 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

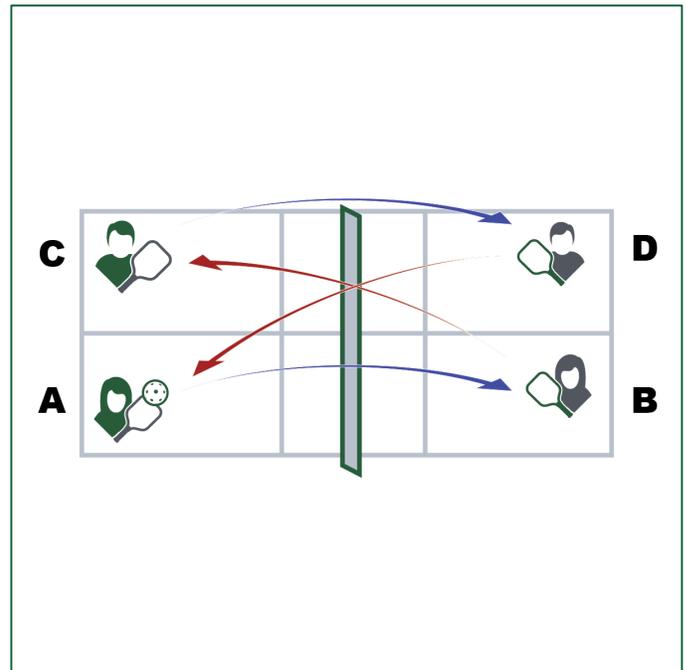
ACTIVITY SET-UP & PROCEDURE

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:

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

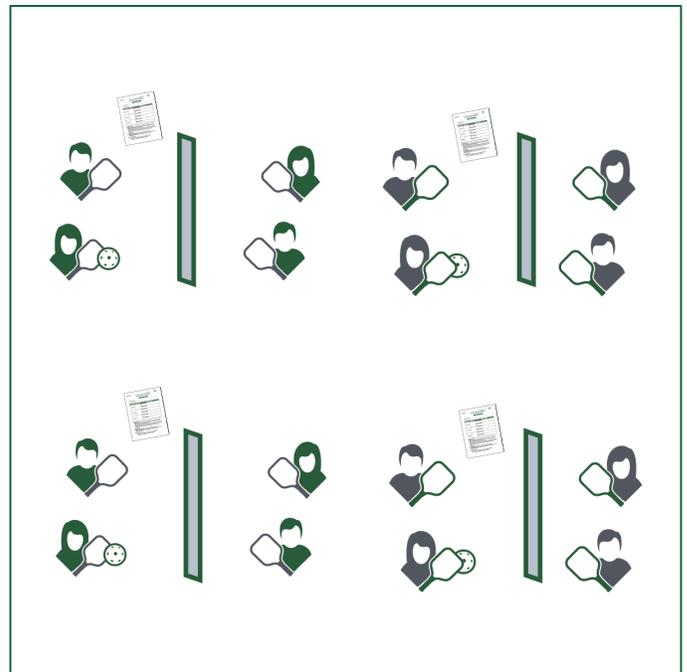
ACTIVITY SET-UP & PROCEDURE

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 3rd round to see if we can improve on our scores.

Grade Level Progression:

- 6th:** If students aren't ready for peer-coaching activities, remove this part of the scorecard from the activity.
7-8th: 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

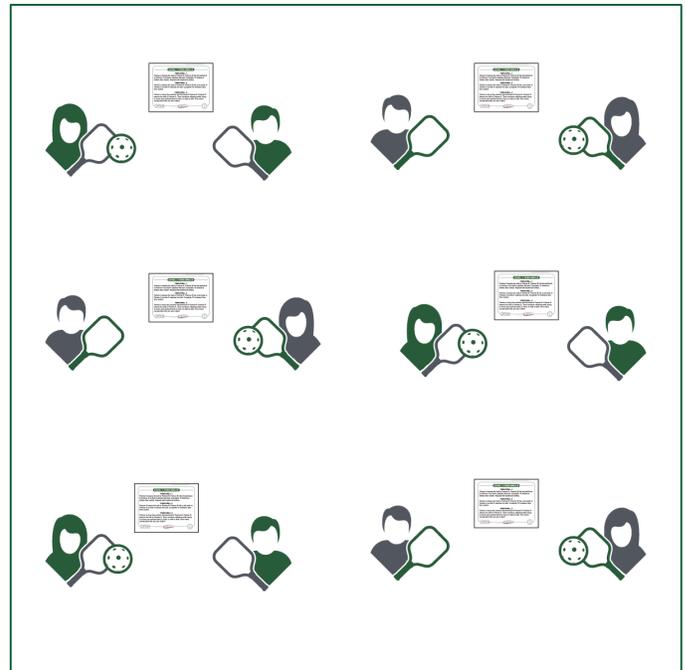
ACTIVITY SET-UP & PROCEDURE

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:

- 6th: Work through each toss drill as a group, giving feedback and instruction after each drill is complete.
7–8th: 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

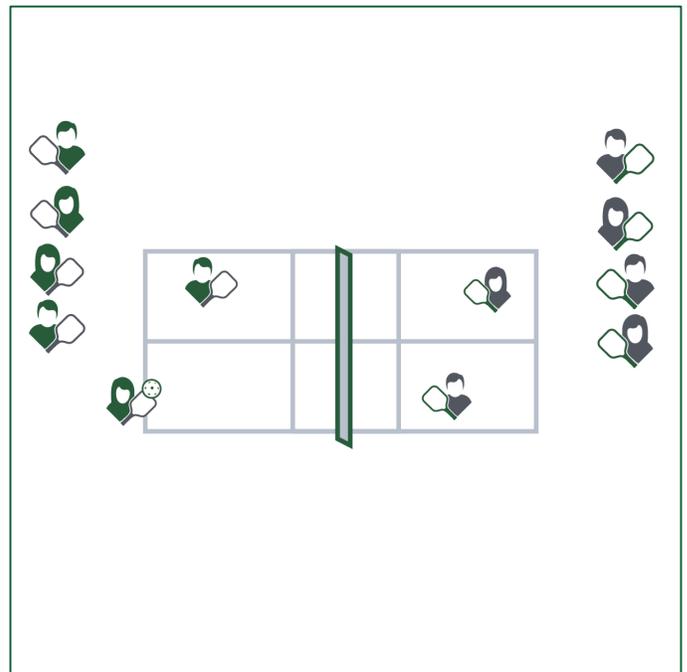
ACTIVITY SET-UP & PROCEDURE

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:

- 6th:** Focus strategy on returning to good doubles spacing after each stroke in order to reduce offensive options for opposing players.
- 7th:** Focus strategy on shot placement and moving opposing player front to back and side to side.
- 8th:** 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

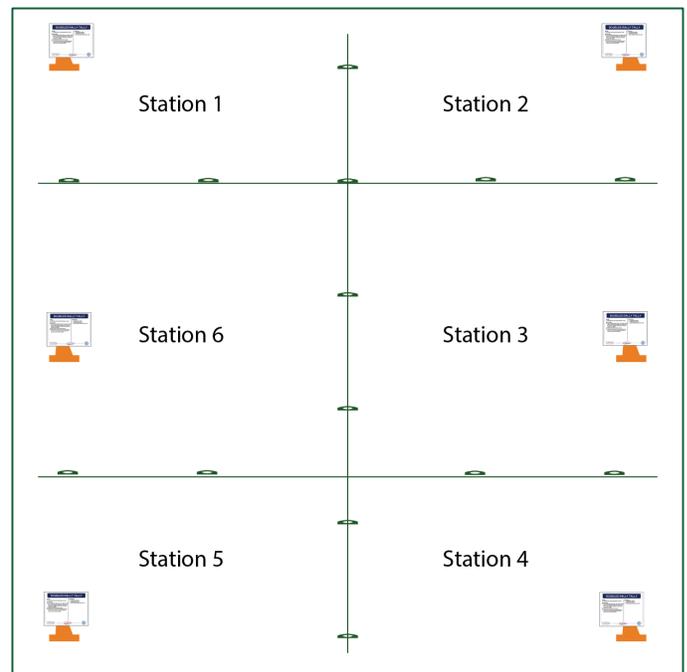
ACTIVITY SET-UP & PROCEDURE

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:

- 6–7th: Play the activity as described above.
8th: 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).
- **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).

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

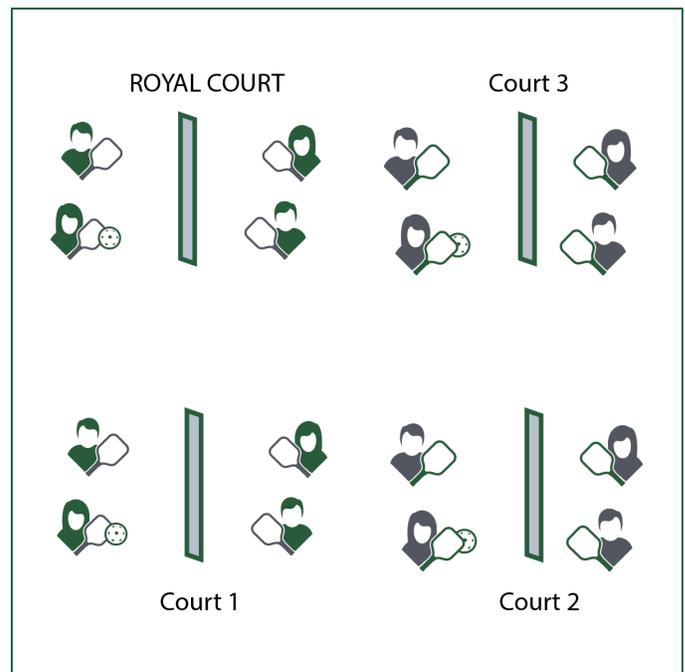
ACTIVITY SET-UP & PROCEDURE

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:

- 6th:** 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.
- 7-8th:** 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.

SAMPLE LESSON PLAN

FOCUS
OUTCOMES

- **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).

FOCUS
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 actively participate, with a focus on developing my skill-related fitness.
- **Personal & Social Responsibility:** I will demonstrate respect for others by following the rules and etiquette of each activity.

ACADEMIC
LANGUAGE

- Grip
- Growth Mindset
- Pickleball
- Responsible
- Skill-Related Fitness

SELECTED
ASSESSMENT

- DOK Questions
- Self-Assessment

SAMPLE LESSON PLAN

	TRANSITION NOTES	ACTIVITY	DEBRIEF
<p>1 INSTANT ACTIVITY</p>	<p>Students enter the activity area and begin with RPS Victory Lap. Cones and task tents are set up with academic language cards. Students jog victory laps around the cones and read the academic language cards as they jog.</p>	<p>➔ RPS Victory Lap ➔</p>	<p>DOK 1: How can you recognize an activity that helps to improve your fitness? DOK 2: How does your favorite physical activity affect your skill-related fitness?</p>
<p>2 LEARNING TASK</p>	<p>Students are instructed to pick up a paddle and pickleball and then find personal space facing the teacher.</p>	<p>➔ Pancake Flipper ➔</p>	<p>DOK 1: What are 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 to develop your skill-related fitness?</p>
<p>3 LEARNING TASK</p>	<p>Pair students. Pairs can use 2 pickleballs during this drill. Display Toss Drill Play Card using computer and projector.</p>	<p>➔ Level 1 Toss Drills ➔</p>	<p>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?</p>
<p>4 EXIT ASSESSMENT</p>	<p>Complete the self-assessment. Then, using a white board, continue the conversation from Level 1 Toss Drills debrief with the following DOK 4 question: Identify 2 areas in your pickleball game that need improvement. Let’s 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?</p>		

UNIVERSAL DESIGN ADAPTATIONS

Universal Design for Learning (UDL) is a strategy for eliminating instructional and environmental barriers for every member of a learning community in order to meet the needs of all students across the continuum of physical, intellectual, and emotional abilities. Although we acknowledge that it would be impossible to build one curriculum to meet the needs of every single child, we strongly believe that striving to maximize the active and meaningful participation for all students is a core responsibility of every educator.

OPEN has embraced this responsibility by working to create suggested Universal Design Adaptations that serve to act as baseline recommendations for modifying learning activities. The text *Strategies for Inclusion: A Handbook for Physical Educators* by Lauren J. Lieberman and Cathy Houston-Wilson provides the foundation for our work in this area.

All OPEN Pickleball activities include a short Universal Design Adaptation to serve as a practical example of how UDL can be applied in therapeutic and enrichment adaptations. The table below offers additional adaptations in an effort to move closer to the ideal of Universal Design.

Potential Universal Design Adaptations for Pickleball

Equipment	Rules	Environment	Instruction
<p>Equipment Adaptations</p> <ul style="list-style-type: none"> Bright colored pickleballs Beeper ball Larger paddle head Suspend pickleball on a string or place on a tee <p>Net Adaptations</p> <ul style="list-style-type: none"> Bright colored tape on top of the net Remove net and use lines on gym floor 	<ul style="list-style-type: none"> Allow multiple bounces Allow 3 faults on serve Play for time instead of score Modify boundary lines (use more open space. Ignore mid and service lines) Play without keeping score No smash 	<ul style="list-style-type: none"> Use bright lines to mark the court Use tactile lines for court boundaries Cones on corners of the court Auditory cues near target Play on a smaller (or larger) court as needed Use a shorter net 	<ul style="list-style-type: none"> Provide ongoing verbal cues Use a variety of demonstrations Provide physical assistance Provide peer tutors/mentors Use videos, pictures, and graphics as visual examples Provide individualized (one-to-one) instruction and feedback



NOTES

ACCURACY

(noun)

The quality of being correct, precise,
or on target.

Jill has excellent **accuracy** when striking the ball.



ACTIVELY ENGAGE

(verb)

To participate in an activity while showing genuine interest and a desire for excellence.

Because Laura was **actively engaged** in physical education class, she learned how to strike the ball with good technique.



BACKHAND

(noun)

A stroke made from the side of the body opposite of that of the hand holding the racket.

Jamie returned the ball to Kyle using a **backhand**.



BALANCE

(noun)

The ability to adjust the distribution of weight in order to remain upright and steady.

Kendra kept her **balance** perfectly as she delivered a smooth and accurate backhand.



BASELINE

(noun)

The line at either end of the court from which a player serves.

Vanessa lost the serve because she stepped on the **baseline**.



CENTERLINE

(noun)

The line down the center of the court that divides the right service area from the left service area.

Jacob's serve was illegal because it did not cross the **centerline**.



COMPARE

(verb)

To note the similarities between two or more things.

The class worked to **compare** health- and skill-related fitness.



CONFLICT RESOLUTION

(noun)

The act of finding a peaceful solution to a disagreement.

Finn and Orion were able to use Rock, Paper, Scissors as a successful **conflict resolution** strategy.



CONTINUOUS

(adjective)

Without stopping.

The **continuous** rally was so impressive because the students worked cooperatively to keep the pickleball in play.



CONTRAST

(verb)

To note the differences between two or more things.

It's easy to **contrast** good sportsmanship with poor sportsmanship.



CONTROL

(verb)

To manage or regulate the movement or actions of something.

It's important to **control** your movement and effort in order to ensure safety in physical education class.



COOPERATE

(verb)

To act with others toward the same end
or purpose.

Janice and Marcelle learned how to **cooperate** during
their game of Doubles Rally Tally.



COOPERATION

(noun)

The process of working together for a common goal or outcome.

Andi and Caleb were able to drastically improve their serving skills because of their outstanding **cooperation** and growth mindset during practice.



DEFENSE

(noun)

The team or players in a game or sport who are trying to steal away possession of the ball and stop their opponent from scoring a goal or point.

Kelsey and Brad spaced themselves evenly across the court while playing **defense** so that they could maximize their chances of returning the serve.



DIRECTION

(noun)

The course along which something moves.

It is important to be able to quickly change **directions** in the fast-paced game of pickleball.



DOUBLES

(noun)

A match or game that is played with teams of two — most frequently associated with net games.

Jess and Joey played **doubles** against Tucker and Jordan.



DROP-SHOT

(noun)

A soft shot, hit off of a bounce from deep in the court, with the intention of landing the ball close to the net in the opponent's non-volley zone.

Cynthia had been hitting hard at her opponents all game, so she decided to switch it up by hitting a **drop-shot**.



ENCOURAGE

(verb)

To offer support, confidence, or hope to someone else.

I want to **encourage** my classmates to try their best and to never give up.



ENCOURAGEMENT

(verb)

To support, display confidence, or offer hope to someone else.

Louis provided **encouragement** to Jeremy to finish the game strong, even though they were both feeling exhausted.



ENJOYMENT

(noun)

A positive feeling caused by doing or experiencing something you like.

Ms. L found a lot of **enjoyment** in helping her students develop the confidence to play pickleball successfully.



ETIQUETTE

(noun)

The set of customary or acceptable behaviors among members of a group or in a specific setting.

Chandler demonstrated proper **etiquette** for pickleball by staying quiet during his opponent's serve.



FAIR PLAY

(noun)

Honest and honorable treatment, action, or conduct while playing a game or sport.

The entire class focused on **fair play** by following the spirit of the game and using positive language.



FAULT

(noun)

An action that stops play because of a rule violation.

Alecia was able to serve 7 times before her team committed a **fault**.



FEEDBACK

(noun)

Information about a performance or piece of work, with a focus on improvement or critique.

Sonya used the corrective **feedback** she received from the teacher to improve her pickleball performance.



FOCUS

(verb)

To pay close attention to someone or something over a sustained period of time.

Kandice was able to **focus** on the serving practice drill for an entire 15 minutes.



FOLLOW THROUGH

(verb)

To continue moving after an object has been kicked, struck, or thrown.

Anna **followed through** perfectly, which gave her incredible power and accuracy.



FOOTWORK

(noun)

The position and movement of feet during the performance of a skill or movement.

Jayson was able to improve his backhand stroke by focusing on the cues for his **footwork**.



FORCE

(noun)

Strength or energy as an attribute of physical action or movement.

Joe used enough **force** to return the pickleball over the net.



FOREHAND

(noun)

The stroke used to return a ball that's been hit to the right side of a right-handed player or to the left side of a left-handed player.

Luke is right-handed, so he returned a shot on his right side by using a **forehand**.



GRIP

(verb)

To hold something in a specific way.

Learning how to **grip** the pickleball paddle is the first step in learning how to strike a pickleball.



GROWTH MINDSET

(noun)

Defined by psychologist Carol Dweck as a belief that abilities can be developed through dedication and hard work; raw talent and common knowledge are just starting points.

Porsche had never played pickleball before, but because she demonstrated a **growth mindset**, she was able to improve her skills and enjoy match play.



HEALTH-RELATED FITNESS

(noun)

A group of 5 physical characteristics that contribute to a person's overall well-being. The 5 components of Health-Related Fitness include Cardiovascular Endurance, Muscular Strength, Muscular Endurance, Flexibility, and Body Composition.

Katie understood the importance of each component of **health-related fitness** and made every effort to be active for 60 minutes a day.



IMPROVE

(verb)

To achieve a higher standard or quality; to make or become better.

I was able to **improve** my job during today's practice lesson.



KITCHEN

(noun)

The 7-foot non-volley zone in front of the net in pickleball.

Kelly realized she was standing in the **kitchen**, so she waited for the ball to bounce before she returned it.



LEFT SERVICE AREA

(noun)

The box on the left side of the court when a player is facing the net. It is marked by the centerline, baseline, left sideline, and non-volley line. If a player is serving from their left service area, they must serve diagonally into the opponent's left service area.

Because Scott is left-handed, he decided to start the game in the **left service area**.



LET

(noun)

A service error in which the ball hits the top of the net but still lands in the proper service court, resulting in a replay.

Tina was allowed a second service attempt because her first serve was a **let**.



LOB

(noun)

A shot intended to go high over the opponent's head and into the back of the court.

Shea saw that her opponents were both standing close to the net, she she hit a **lob** far over their heads.



OFFENSE

(noun)

The team or players in a game or sport who are attempting to score or move the ball forward.

Natalie and Nicole were very aggressive when they were playing **offense**.



PATTERN

(noun)

A set of movements or actions that occurs in a predicable and often repeating manner.

The students maintained the correct hitting **pattern** during the forehand and backhand drills.



PICKLEBALL

(noun)

A paddle sport that combines elements of ping-pong, tennis, and badminton.

Pickleball is a lifetime activity that can be enjoyed by people of all ages.



PLACEMENT

(noun)

Location.

The **placement** of your serve on the court is very important.



POSITIVE LANGUAGE

(noun)

A method of verbal communication that uses an optimistic tone and focuses on what is good or can be improved in a given situation, task, or environment.

Jorge uses **positive language** with his partner because he appreciates it when others use positive language with him.



POSTURE

(noun)

The position in which the body is held.

Maintaining a strong and upright **posture** will allow you to react quickly during your pickleball match.



POWER

(noun)

The ability to produce maximum force in the shortest time.

Farrah hit the ball with so much **power** that her opponents were not able to return it.



PRACTICE

(verb)

To perform an activity or exercise repeatedly and/or regularly in order to improve or maintain skill.

Leo knew that he would only improve his skill if he continued to **practice** with purpose.



RALLY

(noun)

The act of hitting of a ball back and forth between players before a point is scored.

The **rally** went on for so long that by the end, both teams were exhausted.



READY POSITION

(noun)

A body position in which the feet are shoulder-width apart, the knees are bent, and the hands are up and out. This allows an athlete to react to anything that happens next.

Tasha and Sierra maintained a **ready position** while on defense; they wanted to be ready to react to the serve.



RESPECT

(noun)

A feeling of deep admiration for someone or something due to their abilities, qualities, or achievements.

Jonah had immense **respect** for the way Harris played the game.



RESPONSIBLE

(adjective)

The state of working toward or fulfilling a duty or obligation.

Trina was a **responsible** student who stayed actively engaged throughout each lesson.



RETURN

(verb)

To send something back to a person or place.

Gary dove to **return** the ball to his opponent's side of the court.



RIGHT SERVICE AREA

(noun)

The box on the right side of the court when a player is facing the net. It is marked by the centerline, baseline, right sideline, and non-volley line. If a player is serving from their right service area, they must serve diagonally into the opponent's right service area.

Because Leonard is right-handed, he decided to start the game in the **right service area**.



RULES

(noun)

A set of understood laws or commands that keep a space or activity under control.

We learned the **rules** to the game before we played.



SAFE

(adjective)

Protected against physical, social, and emotional harm.

Using positive language helps us create a **safe** and respectful classroom.



SELF-OFFICIATE

(verb)

To play by the rules and score by being honest, and doing so as oneself or a group. A referee is not needed.

Honesty and integrity are important when **self-officiating** a game of pickleball.



SERVE

(noun)

The act of hitting or sending a ball into play to start game play.

Sam and Jordan remained focused and in a ready position while they waited for the **serve** to come from their opponent.



SINGLES

(noun)

A match or game that is played 1v1 — most frequently associated with net games.

Jess played Jordan in **singles**.



SKILL CUE

(noun)

Individual elements of a skill performance that are important to successful execution.

Jo understood why each **skill cue** helped her improve the accuracy of her serve.



SKILL-RELATED FITNESS

(noun)

A group of 6 psychomotor characteristics that contribute to a person's ability to successfully complete a physical performance. The 6 components of Skill-Related Fitness include Agility, Balance, Coordination, Power, Reaction Time, and Speed.

All six components of **skill-related fitness** can be improved by practicing pickleball regularly.



SMASH

(noun)

An overhand shot intended to hit the ball downward, hard into the opponent's court.

The ball bounced high in front of Yvonne, so she got ready, reached high, and hit an overhead **smash** hard into her opponent's court.



SPIRIT OF THE GAME

(noun)

An overarching concept that places the responsibility of fair play on each player. Respect, adherence to rules, and the joy of play are valued over competition.

Players will need to demonstrate proper etiquette and respect in order to uphold the **spirit of the game**.



STRATEGY

(noun)

A plan of action for achieving a goal.

Chris and Rob sat down to develop a **strategy** to defeat Corey and Alondra, their toughest opponents yet.



STRIKE

(verb)

To hit forcibly and deliberately.

Rafael and Stephanie practiced every day to be able to **strike** the ball with both power and accuracy.



TIMING

(noun)

The moment or sequence of moments in which some action or movement occurs.

As soon as Kai was able to find the correct **timing** for his serve, his pickleball play improved quickly.



UNDERHAND

(adjective)

A skill executed with the arm or hand below shoulder level. All serves in pickleball must be underhand serves.

Jayden worked hard to perfect his **underhand** serve.



VOLLEY

(verb)

To hit a ball or object up into the air repeatedly without catching it.

Candace and Shelly could **volley** the ball over the net 30 times without letting it drop.



WEIGHT TRANSFER

(noun)

A change in the center of gravity beyond its base of support in order to create movement or generate force.

Maintaining an athletic stance or ready position while awaiting a serve will allow you to perform a **weight transfer** in any direction.



LEVEL 1 TOSS DRILLS

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.

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.

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?



SERVE DRILL SCORECARD

Partner A Name: _____

Partner C Name: _____

Partner B Name: _____

Partner D Name: _____

	Score A	Score B	Score C	Score D	Team Total
<p>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.</p> <p style="text-align: center;">1 point for every accurate serve.</p>					
<p>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.</p> <p style="text-align: center;">1 point for every accurate serve + 1 point for an accurate lob.</p>					
<p>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.</p> <p style="text-align: center;">1 point for every accurate serve + 1 point for every legal return.</p>					

COURT POSITIONING

PLAYER C	NET	PLAYER D
PLAYER A		PLAYER B

PICKLEBALL STRATEGY**Singles Basics****On the Serve:**

- Hit the ball hard, deep, and down the middle.
- Get in Ready Position as soon as you hit the serve.

Return the Serve:

- Return the ball hard and deep.
- Aim for the deep corners – keep your opponent on the move.

Overall Strategy:

- Power and speed will beat slow and steady.
- Keep your opponent on the move (side to side).
- Hit the gaps (find open court).

Approach the Net:

- Wait for your opponent to hit a weak shot.
- When you move – be aggressive and be ready.

Passing Shot:

- When your opponent approaches the net, hit a driving shot past down the open sideline.
- Look to use a hard, passing shot on your 3rd hit.

PICKLEBALL STRATEGY**Doubles Basics****On the Serve:**

- Hit the ball accurately, deep, and down the middle.
- Focus on hitting a legal serve every time.
- Get in Ready Position as soon as you hit the serve.

Return the Serve:

- Return the ball to the middle of the service area.
- Return the ball deep into the backcourt.

Overall Strategy:

- Play smart and communicate with your partner.
- Cover the court evenly and don't leave gaps.
- Look to find and hit the gaps in your opponent's court.

Approach the Net:

- As soon as you can, approach the net with your partner.
- The team at the net has an advantage – keep your opponent in the back of their court.

How to Communicate:

- Use the terms: Mine, Yours, No (if the ball is going out of bounds).
- Talk with clear and loud words.

PARTNER RALLY DRILLS PLAY CARD

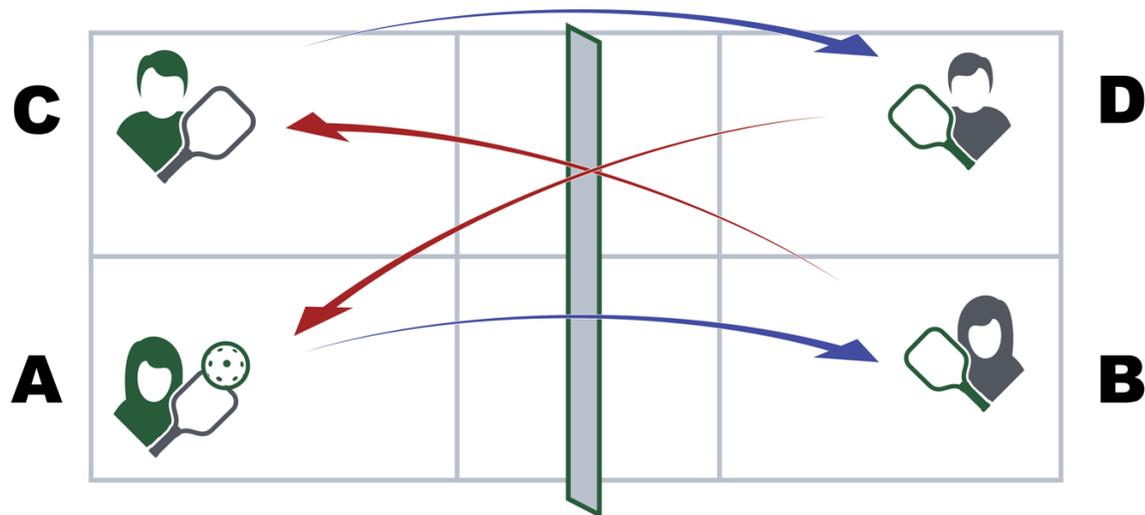
DRILL 1: PARTNER RALLY. Face your partner across the net. Partner 1 begins with a drop-hit to partner 2. Partner 2 volleys the ball back without allowing a bounce. Continue volleying with no bounces, counting your consecutive hits. Use both forehand and backhand hits. After 5 rally attempts, move on to drill 2.

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.

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.



DOWN THE LINE / CROSSCOURT DIAGRAM



LEVEL 2 TOSS DRILLS

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.

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.

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?



SKILL CUE CARDS

FOREHAND GROUND STROKE

Critical Elements

- Ready Position
- Non-paddle Shoulder Forward
- Begin Forehand Backswing and Step Opposite Foot Forward
- Contact Ball Low to High
- Shift Weight Forward and Follow Through Up

Coaching Words

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

SKILL CUE CARDS

BACKHAND GROUND STROKE

Critical Elements

- Ready Position
- Paddle Shoulder Forward
- Begin Backhand Backswing and Step Front Foot Forward
- Contact Ball Low to High
- Shift Weight Forward and Follow Through Up

Coaching Words

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

SKILL CUE CARDS

UNDERHAND SERVE

Critical Elements

- Non-Paddle Leg Forward
- Face Opponent
- Backswing
- Keep Paddle Head Top Down and Below Wrist
- Drop Ball
- Contact Ball Below Waist (Before It Hits the Ground)
- Follow Through Up and Forward

Coaching Words

- Non-Paddle Leg Forward
- Paddle Head Top-down, Below Wrist
- Drop Ball, Contact After Drop
- Follow Through Up and Forward

SKILL CUE CARDS

FOREHAND /BACKHAND VOLLEY

(PING PONG VOLLEY)

Critical Elements

- Ready Position
- Move to Ball
- Open Stance with Feet Planted
- Short Backswing
(Forehand or Backhand)
- Paddle Push and Contact Ball
- Short Follow Through Forward

Coaching Words

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

SKILL CUE CARDS

LOB

Critical Elements

- Ready Position
- Move to Ball
- Get Low
- Contact Ball Low to High
- Strong Follow Through Up

Coaching Words

- Contact Low
- Follow Through Strong and High

SKILL CUE CARDS

OVERHEAD SMASH

Critical Elements

- Ready Position
- Paddle in Back Scratch Position
- Fully Extend Arm
- Contact Ball High
- Shift Weight Forward
- Follow Through Down

Coaching Words

- Back Scratch Position
- Extend Arm
- Contact High
- Follow Through Forward and Down

PICKLEBALL SINGLES RULES

- Games are played to 11 points (win by 2). Points can only be scored by the server.
- If a fault is committed by the receiver, the server gets a point. If a fault is committed by the server, the server loses the serve.
- The server begins the game from his/her right side of the court. If the server scores a point, they switch sides and serve from the left side of the court. In that way, when the server's score is even, the server will serve from the right side of the court. When the server's score is odd, the server will serve from the left side of the court.
- The serve must be an underhand serve in which the ball is contacted below the server's naval. The serve must be struck with both feet behind the baseline. Neither foot may touch the baseline or the court until after the serve is struck.
- The serve must be hit into the opponent's diagonally opposite service area. If the serve contacts any part of the non-volley line it is considered "short" and is a fault.
- The serve must bounce before the opponent can return it and the return must bounce before the server can return it (double-bounce rule). Subsequent hits may be struck before or after the ball has bounced.
- The server may only have 1 service attempt, except in the case of a let (the ball hits the top of the net, but still lands in the proper service court).
- Players standing in the non-volley zone or on the non-volley line may not strike a ball before it bounces.
- If the ball contacts any part of the sideline or baseline, it is considered "in."
- If the ball is hit into the net or out of bounds, it is a fault. If the ball bounces twice before being hit by the receiver, it is a fault for the receiver.
- If a player, player's clothing or paddle touches the net while the ball is in play, it is a fault.
- If the ball hits a player or player's clothing, it is a fault. If the ball hits the ceiling, wall, or any other permanent object before landing in the opponent's court, it is a fault.

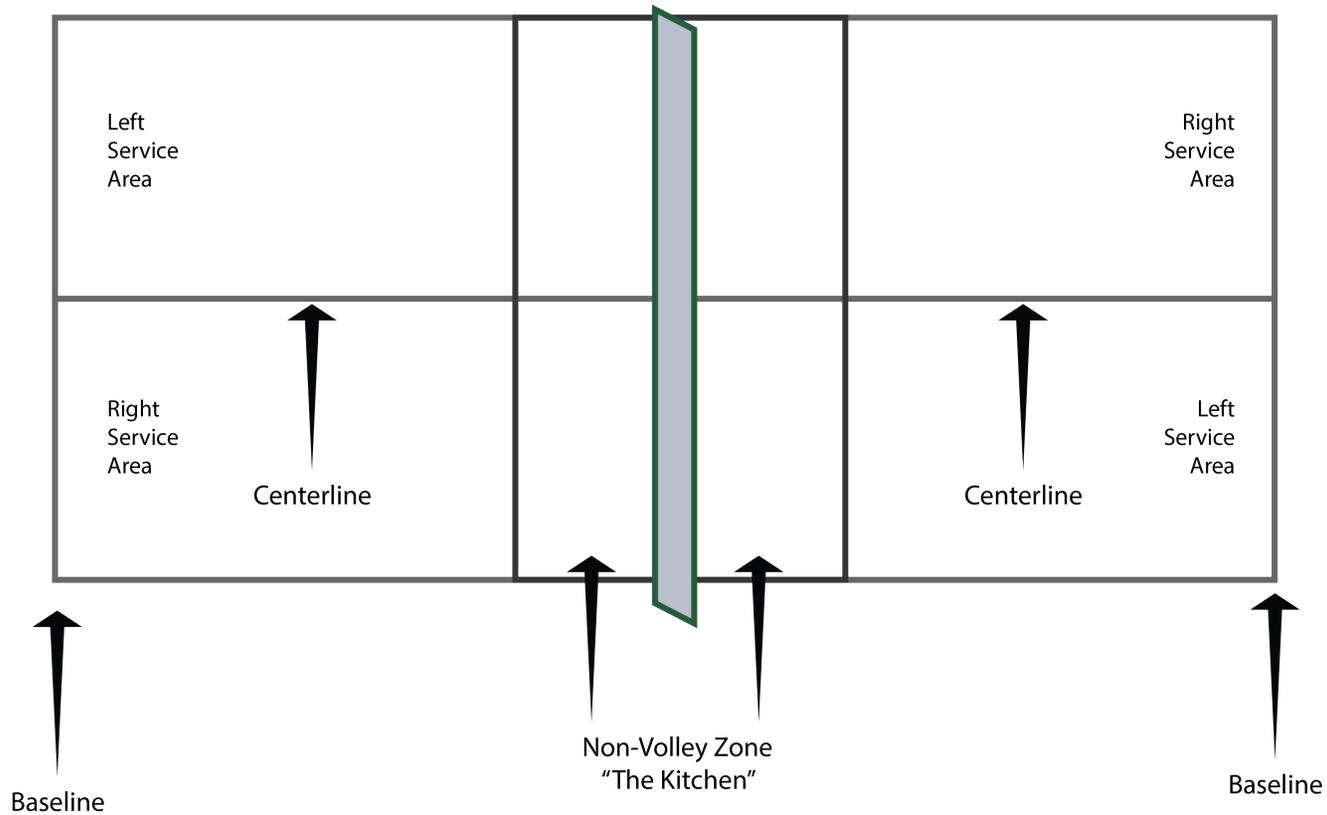


PICKLEBALL DOUBLES RULES

- Games are played to 11 points (win by 2) and points can only be scored by the serving team.
- The server begins the game from his/her right side of the court.
- If a fault is committed by the receiving team, the serving team gets a point.
- The first server continues to serve until the serving team commits a fault; then the serve passes to the second server on the team. When the second server loses the serve, the serve goes to the other team and the player on the right serves first. That pattern continues throughout the game.
- To start the game, only 1 player on the first serving team will have a service turn before the serve is turned over to the opponents. Thereafter, both team members will have a service turn before the serve is turned over to the opponents.
- When a point is scored, the server and their partner switch sides of the court. The receiving team never switches sides.
- When the serving team's score is even, the server will serve from the right side of the court. When the serving team's score is odd, the server will serve from the left side of the court.
- The serve must be an underhand serve in which the ball is contacted below the server's naval. The serve must be struck with both feet behind the baseline. Neither foot may touch the baseline or the court until after the serve is struck.
- The serve must be hit into the opponent's diagonally opposite service area.
- The serve must bounce before the opponent can return it and the return must bounce before the server can return it (double bounce rule). Subsequent hits may be struck before or after the ball has bounced.
- The server may only have 1 service attempt, except in the case of a let (the ball hits the top of the net, but still lands in the proper service court).
- No player may strike the ball before it bounces when standing in the non-volley zone.
- If the ball contacts any part of the sideline or baseline, it is considered "in." If the ball is hit into the net or out of bounds, it is a fault. If the ball bounces twice before being hit, it is a fault for the receiver.
- If a player, player's clothing, or player's paddle touches the net while the ball is in play, it is a fault.
- If the ball hits a player or player's clothing, it is a fault.
- If the ball hits the ceiling, wall, or other permanent object before landing in the court, it is a fault.



PICKLEBALL COURT DIAGRAM



PICKLEBALL TAG

Equipment

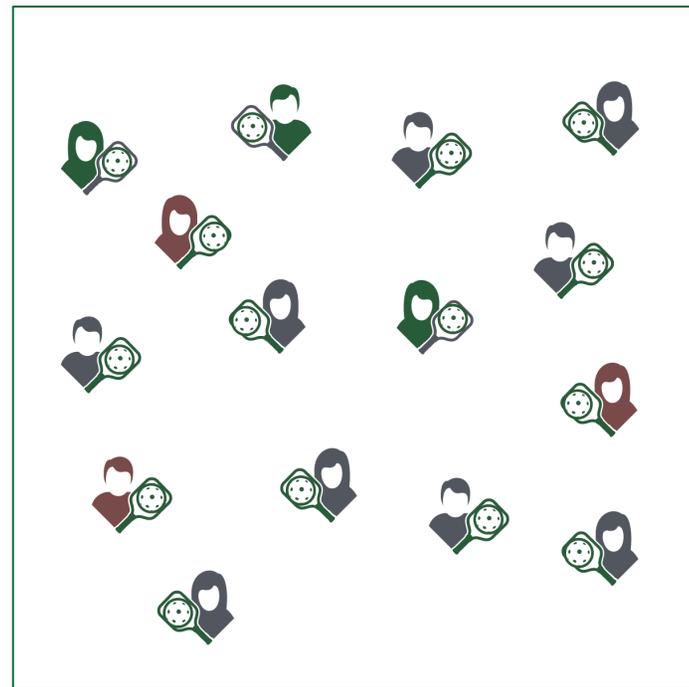
- 1 paddle and ball per player
- 4 pinnies (2 of 1 color & 2 of another)

How to play

1. On 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.
2. If you are tagged, freeze and stand still while balancing your pickleball. You become unfrozen when a reliver comes and tags you. Then, re-enter the game.
3. Taggers and relievers must also balance a ball. They cannot tag or relieve if their ball is not balanced.

Set-Up

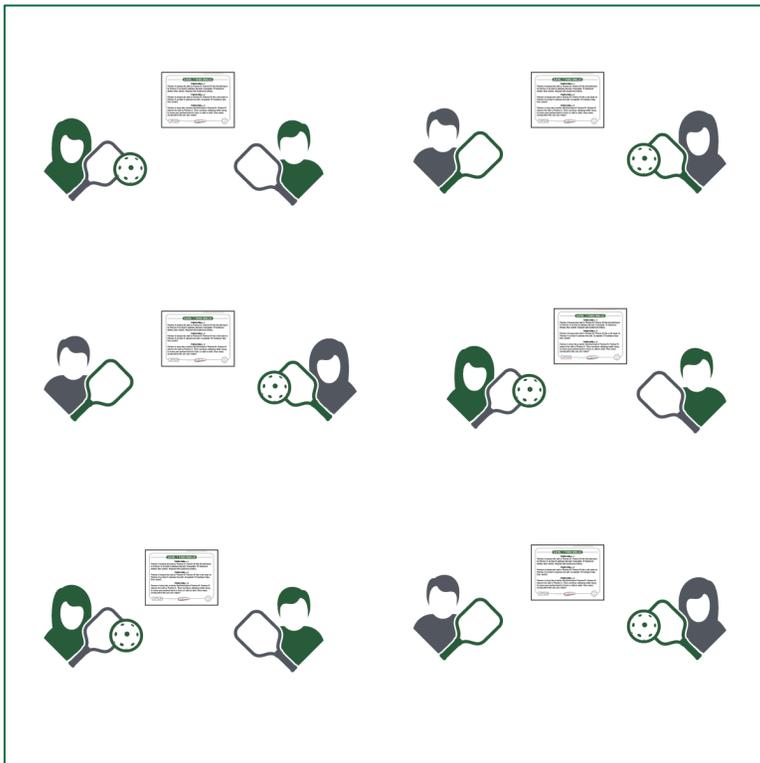
- Scatter throughout the activity area.
- Give 2 pinnies of 1 color to 2 taggers.
- Give 2 pinnies of another color to 2 relievers.



TOSS DRILLS

Equipment

- 1 paddle per player, 1 ball per pair
- Level 1 & 2 Toss Drills Play Cards



Set-up

- Students in pairs.
- All pairs organized to hit in the same direction.

How to play

1. Work with your partner to complete each of the Toss Drills.
2. Start with Level 1 drills and then work your way through Level 2 if there's time.
3. Focus on accuracy and control by using skill cues.



PARTNER RALLY DRILLS

Set-Up

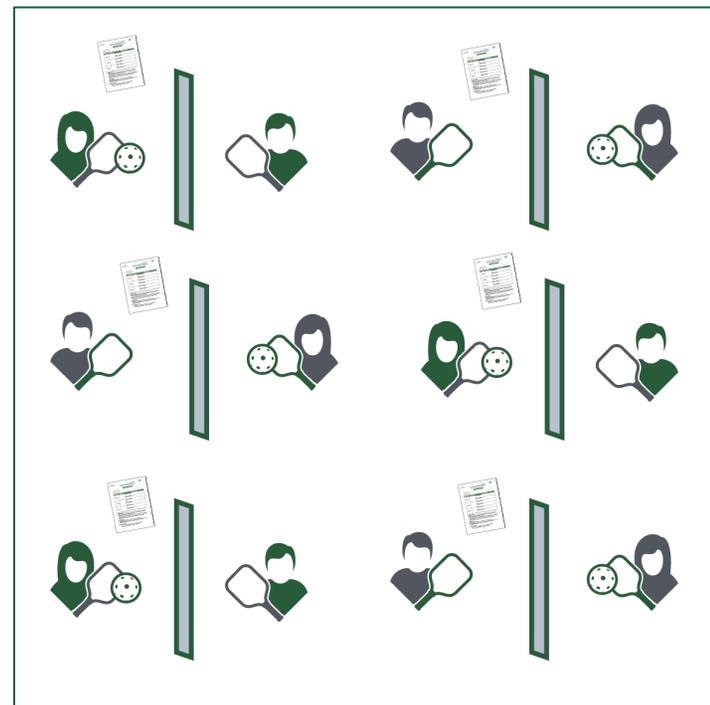
- 1 pair per court (using ropes as a net)

How to play

1. Work with your partner to complete each of the Partner Rally Drills.
2. Work to complete 5 consecutive hits (JV) or 10 consecutive hits (Varsity)
3. When you've reached JV or Varsity, move on to the next drill.
4. If you attempt 5 rallies without reaching JV or Varsity, move on to the next drill.
5. If you make it through all 3 drills, go back to drill 1 and try and beat your best score.

Equipment

- 1 paddle per player, 1 ball per pair
- 1 jump rope per pair (as a net)
- Partner Rally Drills Play Card



PARTNER RALLY TALLY

Set-Up

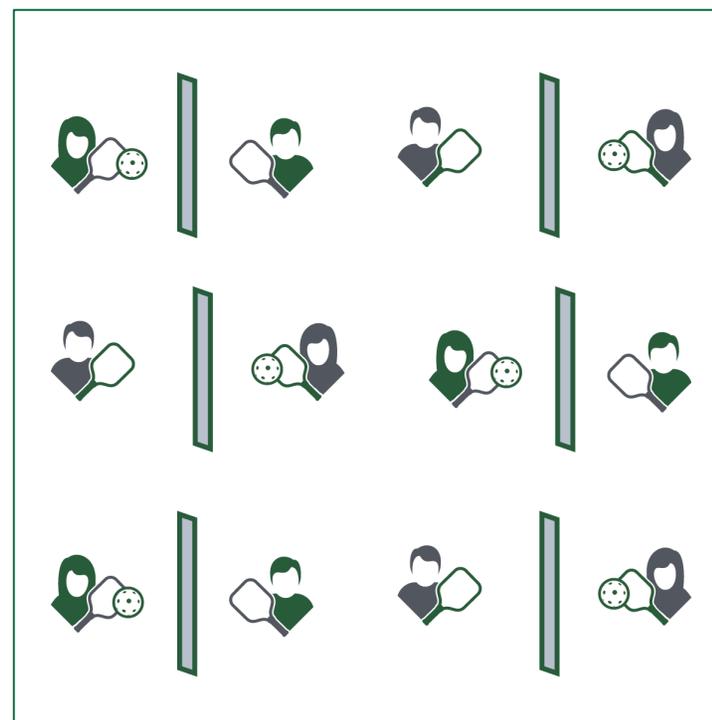
- 1 pair per court (using ropes as a net)

How to play

1. This is 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. Play for the entire station interval.
3. Remember your team's personal best rally score. Try to beat your personal best the next time you visit this station.

Equipment

- 1 paddle per player, 1 ball per pair
- 1 jump rope per pair (as a net)



SERVE DRILLS

Equipment

- 1 paddle per player
- 3 balls per group of 4
- 1 net per group of 4

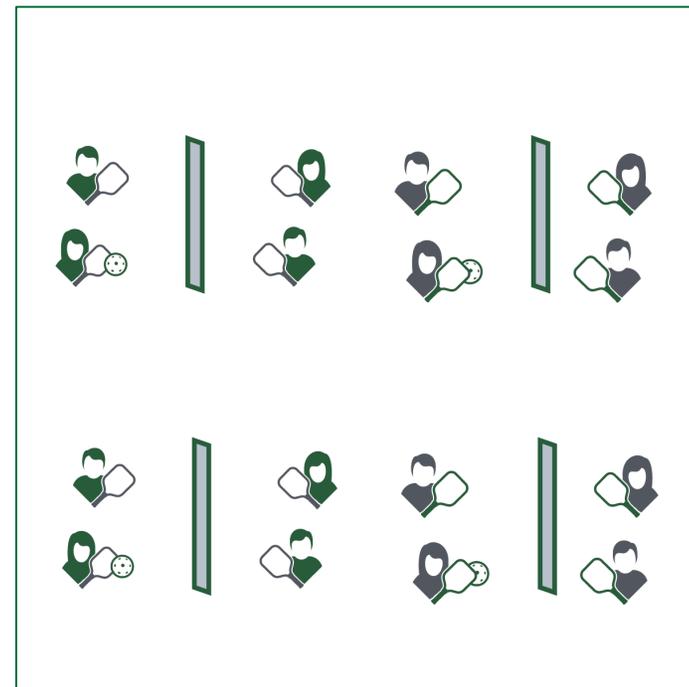
How to play

4. Drill 1: Serving Only. Player A serves 3 balls from right court diagonally across to player D. Then player C serves 3 from left court diagonally across to player B. Then players B and D collect all balls and take turns serving back diagonally across.

5. Drill 2: Serve & Return 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. 1 point for every legal return.

Set-Up

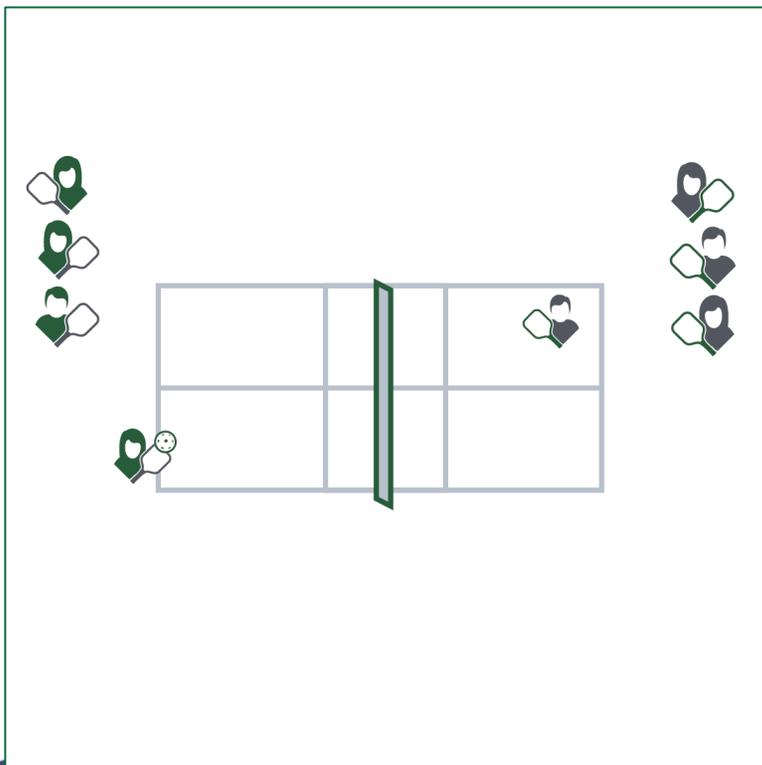
- 1 court per group of 4 students.
- Each group of 4 at a net with paddles and a ball.



FRONTON SINGLES

Equipment

- 1 paddle per player
- 1 ball per group of 4 to 6 players
- 1 net per group
- 2 cones per group



Set-up

- Set up 1 court per group of 4 to 6 students. Place cones just behind the baseline on both sides of the court.
- Arrange each court's players into 2 lines, 1 behind each cone. The 1st player in line begins on court, and the others wait to rotate on.

How to play

4. Begin with 2 players from opposite teams on the court, facing off. 1 player serves. If you win the point, you stay and play again. If you lose, go to the end of your line.
5. If a player wins 3 consecutive points, they cycle off, moving to the end of the line. The winning team restarts play with a fair serve.



FRONTON DOUBLES

Set-up

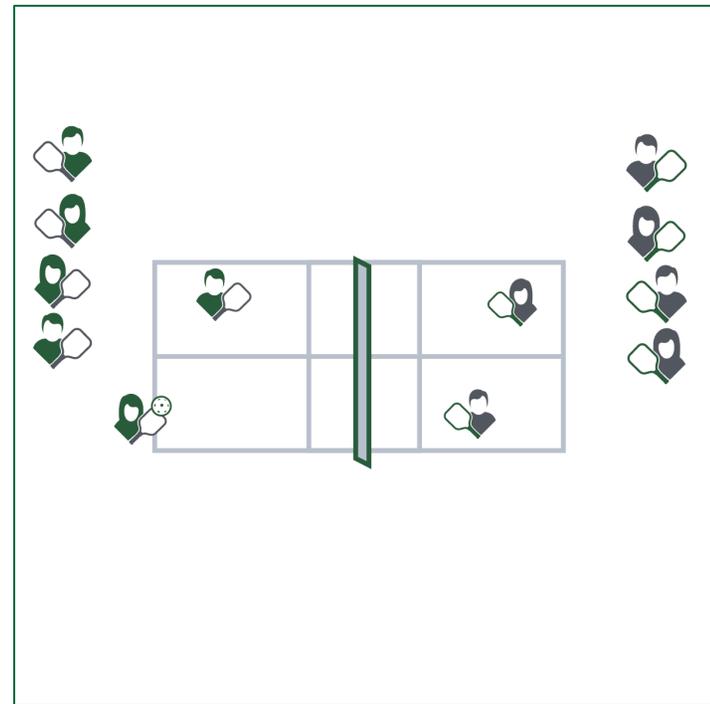
- Set up 1 court per group of 8 players. Place cones just behind the baseline on both sides of the court.
- Arrange each court's players into 2 lines, 1 behind each cone. The 1st two players in line begins on court, and the others wait to rotate on.

How to play

1. Begin with 4 players from opposite teams on the court, facing off. 1 team serves. If you win the point, you stay and play again. If you lose, go to the end of your line.
2. If a team wins 3 consecutive points, they cycle off, moving to the end of the line. The winning line restarts play with a fair serve.

Equipment

- 1 paddle per player
- 1 ball per group of 8 players
- 1 net per group
- 2 cones per group



DOUBLES RALLY TALLY

Set-Up

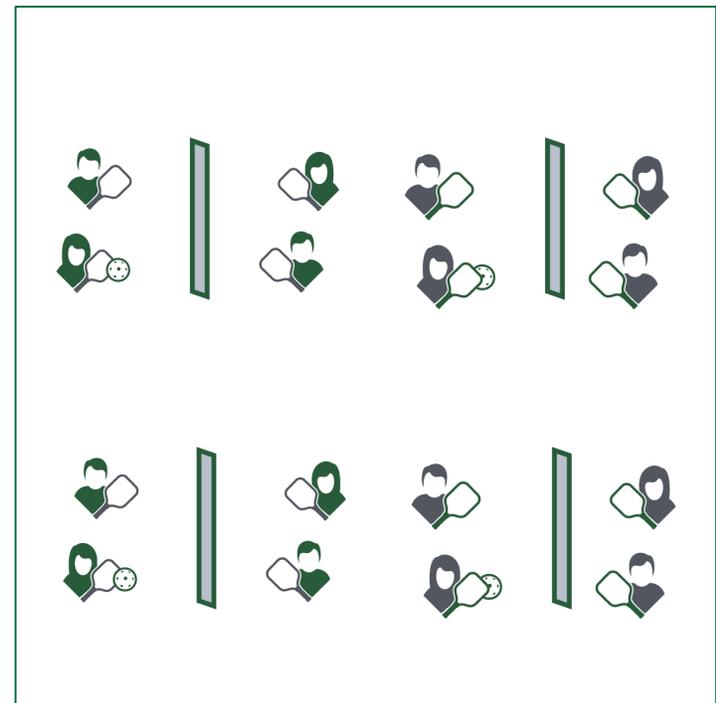
- 4 players per court (using ropes as a net)

How to play

4. This is Doubles Rally Tally. The object of this game is to work with all players on the court to score the highest number of consecutive volleys as possible.
5. Play for the entire station interval.
6. Remember your team's personal best rally score. Try to beat your personal best the next time you visit this station.

Equipment

- 1 paddle per player
- 1 ball per group of 4
- 1 jump rope per group (as a net)



SELF-ASSESSMENT

NAME: _____ GRADE: _____ CLASS: _____

Choose the level that describes your current skills and color that number of stars in the space provided for your assessment. If this is your pre-assessment, choose another level in the “Goal” column to show how much you’d like to improve your skills after some practice and hard work.



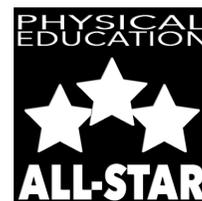
Level 1:

I’m in the **Minor Leagues**.
I wish I could do this better.
And so I will keep trying my best to improve.



Level 2:

I’m in the **Major Leagues**.
Practice is helping and I will keep trying my best to improve.



Level 3:

I’m an **All Star**.
I can do this well. Practice worked, and now I want to keep learning more!

SKILL	PRE	GOAL	POST
Backhand			
Forehand			
Serve			
Safety			
Growth Mindset			

HOLISTIC DUAL PERFORMANCE RUBRIC

MIDDLE SCHOOL (6-8)

GRADE: _____ CLASS: _____

	Skill	Personal & Social Responsibility (PSR)
Proficient 4	Consistently performs all shots with control and accuracy, using critical cues. Executes all skills in dynamic match-play environments. Demonstrates knowledge of pickleball strategy in singles and doubles play. Is aware of court markings and understands how each marking impacts game play.	Conducts themselves with consideration of others. Consistently demonstrates a growth mindset.
Competent 3	Performs 1 or more shots with occasional errors. Can participate in dynamic match-play with confidence and competence. Makes an effort to apply game strategy. Is aware of court markings and participates without repetitive rule reminders.	Demonstrates a growth mindset. Demonstrates safe behaviors.
Lacks Competence 2	Performs shots with frequent errors in form and outcome. Has difficulty participating in game-play environments.	Occasionally creates unsafe situations. Does not demonstrate consideration for others.
Well Below Competence 1	Displays unsatisfactory effort toward skill development and knowledge acquisition.	Often breaks safety rules and disrupts the learning environment.

Student Name	Skill	PSR	Comments
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
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18.			
19.			
20.			
21.			
22.			
23.			
24.			

HOLISTIC PERFORMANCE RUBRIC

GRADE: _____ CLASS: _____

Proficient 4	Consistently performs all shots with control and accuracy, using critical cues. Executes all skills in dynamic match-play environments. Demonstrates knowledge of pickleball strategy in singles and doubles play. Is aware of court markings and understands how each marking impacts game play. Conducts themselves with consideration of others. Consistently demonstrates a growth mindset.
Competent 3	Performs 1 or more shots with occasional errors. Can participate in dynamic match-play with confidence and competence. Makes an effort to apply game strategy. Is aware of court markings and participates without repetitive rule reminders. Demonstrates a growth mindset. Demonstrates safe behaviors.
Lacks Competence 2	Performs shots with frequent errors in form and outcome. Has difficulty participating in game-play environments. Occasionally creates unsafe situations. Does not demonstrate consideration for others.
Well Below Competence 1	Displays unsatisfactory effort toward skill development and knowledge acquisition. Often breaks safety rules and disrupts learning for others.

	Score	Comments
1.		
2.		
3.		
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6.		
7.		
8.		
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12.		
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23.		
24.		

ACADEMIC LANGUAGE QUIZ

The line at either end of the court from which a player serves.

1

- a. Centerline
- b. Kitchen Line
- c. Fault Line
- d. Baseline

The line down the center of the court that divides the right service area from the left service area.

2

- a. Centerline
- b. Kitchen Line
- c. Fault Line
- d. Baseline

An action that stops play because of a rule violation.

3

- a. Point
- b. Fault
- c. Technical Foul
- d. Cheater Actions

A shot intended to go high over the opponent's head and into the back of the court.

4

- a. Short
- b. Smash
- c. Lob
- d. Drive

The act of hitting of a ball back and forth between players before a point is scored.

5

- a. Rally
- b. Tally
- c. Marathon
- d. Hitting Spree

The act of hitting or sending a ball into play to start game play.

6

- a. Toss Hit
- b. Drop Hit
- c. Underhand
- d. Serve

An overhand shot intended to hit the ball downward, hard into the opponent's court.

7

- a. Drive
- b. Smash
- c. Trap
- d. Rush

A stroke made from the side of the body opposite of that of the hand holding the racket.

8

- a. Forehand
- b. Smash
- c. Lob
- d. Backhand

FEEDBACK & SCORE CARD

Partner Rally Tally

Name of Partner 1: _____

Name of Partner 2: _____

Rally Round	Rally Score	Partner Feedback
Round 1		<u>Partner 1 Feedback:</u>
		<u>Partner 2 Feedback:</u>
Round 2		<u>Partner 1 Feedback:</u>
		<u>Partner 2 Feedback:</u>
Round 3		<u>Partner 1 Feedback:</u>
		<u>Partner 2 Feedback:</u>

Feedback Focus:

- **Grip.** How is your partner gripping the paddle? What's good? What could be improved?
- **Balance and Control.** Is your partner's body balanced and controlled when striking the ball? Can they improve their footwork or stance?
- **Focus on Focus.** Is their eye on the ball when tracking and striking? Are they distracted?
- **Count the Cues.** Are they using the cues for the shot they are taking? Is their paddle face open? Are they pushing toward their target? What adjustments can they make?

Feedback Tips:

- **Start with something good.** Tell your partner what they're doing well.
- **Stay focused on skill cues.** Look at the skill cues. Help your partner find missing cues.
- **End with encouragement.** Use positive language is kind and encouraging.

Feedback Example:

*Footwork is really good. Keep your eye on the ball.
Be sure your paddle face is open. Great job!*

FEEDBACK & SCORE CARD

Doubles Rally Tally

Names of Team 1: _____

Names of Team 2: _____

Rally Round	Rally Score	Partner Feedback
<i>Round 1</i>		<u>Team 1 Feedback:</u>
		<u>Team 2 Feedback:</u>
<i>Round 2</i>		<u>Team 1 Feedback:</u>
		<u>Team 2 Feedback:</u>
<i>Round 3</i>		<u>Team 1 Feedback:</u>
		<u>Team 2 Feedback:</u>

Feedback Focus:

- **Balance and Control.** Is your partner’s body balanced and controlled when striking the ball? Can they improve their footwork or stance?
- **Count the Cues.** Are they using the cues for the shot they are taking? Is their paddle face open? Are they pushing toward their target? What adjustments can they make?
- **Court Spacing.** Are players covering their area of the court? Are they aware of their teammate when striking? How can each teammate improve their court spacing?

Feedback Tips:

- **Start with something good.** Tell your partner what they’re doing well.
- **Stay focused on skill cues.** Look at the skill cues. Help your partner find missing cues.
- **End with encouragement.** Use positive language is kind and encouraging.

Feedback Example:

*Great job using all of the skill cues when striking.
Return to the center of your area after each hit.
I’m having fun being your teammate!*

SPIRIT OF THE



GAME AWARD

This certificate is awarded to

Player's Name: _____

who demonstrated all of the following SOTG attributes:

- Respect for Self and Others
- Joy of Play
- Adherence to Rules
- Appreciation for Opponents and Teammates
- Value and Provide Encouragement to Teammates and Opponents



Date of Award: _____



Teaching Dates of Module:		School Year:	
General Comments / Notes for Planning Next Year's Module			
<input checked="" type="checkbox"/> Comment 1 <input checked="" type="checkbox"/> Comment 2 <input checked="" type="checkbox"/> Comment 3...			
Self-Reflection Across Danielson's Four Domains of Teaching			
Domain 1: Planning & Preparation			
1a: Demonstrating Knowledge of Content/ Pedagogy		1d: Demonstrating Knowledge of Resources	
1b: Demonstrating Knowledge of Students		1e: Designing Coherent Instruction	
1c: Selecting Instructional Outcomes		1f: Designing Student Assessments	
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
Domain 2: Classroom Environment			
2a: Evidence of Respect and Rapport		2d: Managing Student Behavior	
2b: Establishing a Culture for Learning		2e: Organizing Physical Space	
2c: Managing Classroom Procedures			
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
Domain 3: Instruction			
3a: Communicating with Students		3d: Using Assessment in Instruction	
3b: Using Questioning and Discussion Techniques		3e: Demonstrating Flexibility and Responsiveness	
3c: Engaging Students in Learning			
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
Domain 4: Professional Responsibilities			
4a: Reflecting on Teaching		4d: Participating in a Professional Community	
4b: Maintaining Accurate Records		4e: Growing and Developing Professionally	
4c: Communicating with Families		4f: Showing Professionalism	
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
Self-Rating with Rationale			
Choose One: Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1)			
Provide rationale:			
<input checked="" type="checkbox"/> Evidence 1 <input checked="" type="checkbox"/> Evidence 2 <input checked="" type="checkbox"/> Evidence 3			