

Pickleball Table of Contents

Written by: Kyle Kimball & Craig Groth

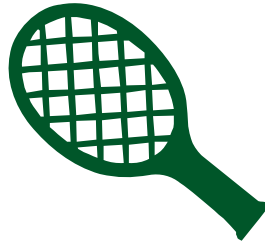
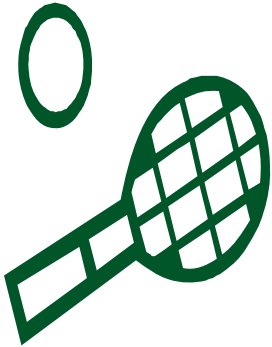


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Beginning Pickleball

Class Time: <insert period and time>

Class Location: <insert location>

Instructors: <insert teacher names>

Teacher Contact:

Email: <insert emails>

Mailbox: <insert mailbox>

Course Description:

This class is a beginning pickleball class. Throughout this class we will focus on developing basic skills and implementing them into game situations. We will cover skills such as ball control, forehand/backhand drive, drive/lob serve, forehand/backhand lob, smash, and strategy.

Curriculum:

This class is included in our curriculum to help you become skillful at the game of pickleball. As you become skillful at pickleball, you will have the potential to become skillful at many other racquet sports like tennis, racquetball, and badminton. This class will prepare you to become a skillful racquet sports player, which will help lead you to a more active and healthy lifestyle.

Student Learning Outcomes:

Upon completion of this class, students will be able to:

- Define the rules and boundaries for the game of pickleball.
- Demonstrate knowledge of cues for all skills covered.
- Demonstrate correct technique for all skills covered.
- Demonstrate good social behaviors.
- Play a competitive game of pickleball while keeping score.

Learning Experiences:

- Participate in formal and informal tests.
- Practice drills for all skills of pickleball.
- Participate verbally in question and answer sessions.
- Perform self-evaluations.
- Perform in game situations.
- Perform in skill assessments.

Assessments/Grading:

Written Assessments: There will be three written assessments, covering rules, boundaries, skills, and scoring. Each written test is worth 10 points. The 30 points that can be achieved through written assessments equal 24% of your grade.

Skills Assessments: There will be seven skill assessments, which cover the forehand drive, backhand drive, drive serve, lob serve, forehand lob, backhand lob, and the smash. Each skills assessment is worth 9 points. The 63 points that can be achieved through skill assessments equal 50% of your grade.

Attendance: There is 1 point available each day you are present in class. There are a total of 30 points for attendance in this class. The 30 points that can be achieved through attendance equal 24% of your grade. Tardiness is unacceptable after five minutes. You will lose half a point for attendance if you are more than five minutes late.

Assignment: There is only one take home assignment for this class. The syllabus is to be returned to the teacher within three days of the starting date of the class to receive two points. This is worth 2% of your grade.

Grading Scale (125 points available)

A	117-125 points
A-	112-116 points
B+	109-111 points
B	104-108 points
B-	100-103 points
C+	96-99 points
C	91-95 points
C-	87-90 points
D+	84-86 points
D	79-83 points
D-	75-78 points
F	75 points and below

Protocol:

Signals include stopping when you hear the word “stop” and go on the word “go”.

When music is used, stop when the music stops, and go when the music starts.

Class Rules:

- Stop and go on the teacher’s signal.
- Treat your peers with respect.
- Be quiet (not silent) when you enter and exit the class.
- When the stop signal is given, put equipment on the floor.
- Always try your best!!!

Special Requirements:

Student must be properly dressed down everyday. **NO** street shoes will be allowed! Any shoes that mark up gym floors will result in loss of half of attendance point for the day. Failure to dress down will also result in a loss of half of attendance point.

Safety Policies:

Notify instructors of any allergies and/or medical conditions you might have, or any illnesses that could prevent you from participating in the class.

**Assignment #1
Syllabus Read**

Dear Parent(s),

Your child is currently participating in a pickleball unit in physical education. I have included important aspects of the class in the syllabus that require a parent signature. After having read and understood the syllabus, please complete the form below.

(Students): Return this signed sheet within three days of the starting date of this course for two points.

- I _____ understand the grading procedures, grading
(Student Name)
scale, and protocol for the class. I _____ will comply with all
(Student Name)
class rules, special requirements, and follow safety policies.

(Student signature)

(Parent signature)

(Date)



Pickleball Unit Outline

Week 1				
Skill level observation, Court Boundaries, Syllabus, Protocol	Ball control	Ball Control	Ball Control	Ball Control Task Sheets
Week 2				
Forehand Drive	Forehand Drive	Forehand Drive Task Sheets	Backhand Drive	Backhand Drive
Week 3				
Backhand Drive Task Sheets	Knowledge Assessment 1, Skills Assessment 1	Serving	Serving	Serving Task Sheets
Week 4				
Forehand Lob	Forehand Lob	Forehand Lob Task Sheets	Knowledge Assessment 2, Skills Assessment 2	Backhand Lob
Week 5				
Backhand Lob	Backhand Lob Task Sheets	Match Play	Smash	Smash
Week 6				
Smash Task Sheets	Knowledge Assessment 3, Skills Assessment 3	Match Play	Strategy	Match Play

Physical Education
Introduction to Pickleball Class
Lesson #1

1. Objectives:

A: Student: By the end of class, students will be able to balance the pickleball on their paddle for 10 seconds, understand class protocols and learn court boundaries. (NASPE 1, 2), (EALR 1.1, 1.3)

B: Teacher:

2. Equipment: (30 students)

1. 8 pickleball nets
2. 8 pickleball courts
3. 32 pickleball paddles
4. 32 pickleballs
5. 150 ft. of wall space
6. 4 cones (instant activity boundaries)
7. 40 syllabus'
8. CD player
9. CD

Instant Activity: “Chain Tag” The game starts with two taggers that act as a chain. The two taggers must hold each other’s hand to form a “chain”. As others get tagged they join the chain of taggers. As the game continues eventually everyone will become a part of the chain. To form the chain everyone must hold each other’s hands. Emphasize how working together will keep the students safe and will work better to tag the other students. (Teacher chooses first two taggers at random). (Play for four minutes).

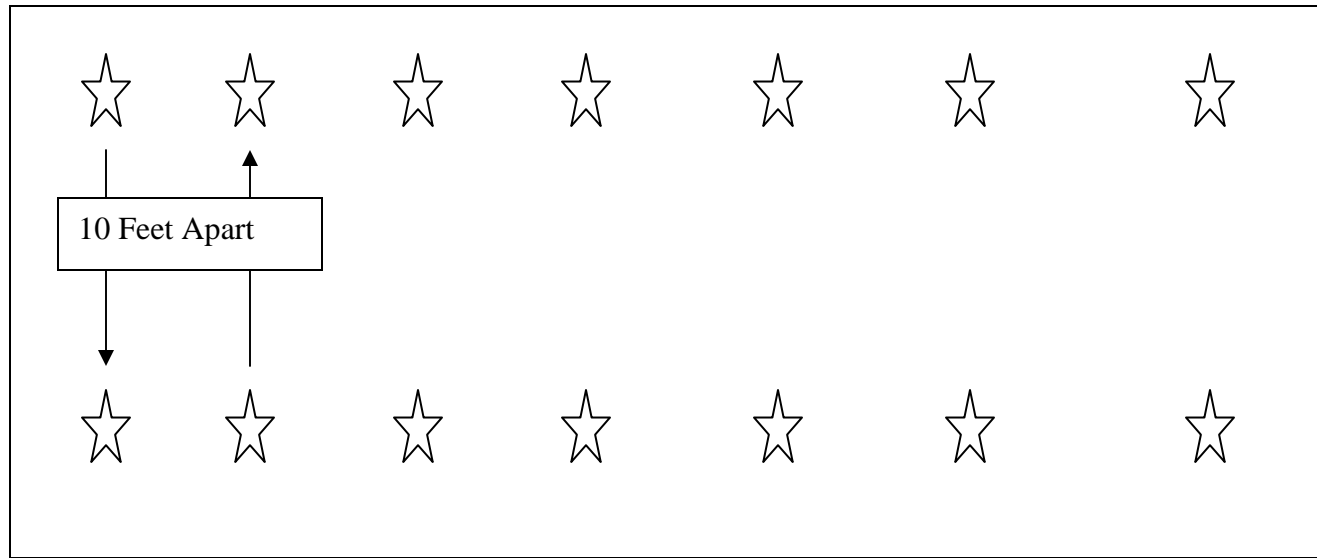
Set Induction: Today we are starting a unit on pickleball, a sport very similar to tennis. It is an extremely exciting sport and is played throughout the world.

MAF/Instructional	Extensions	Refinements	Applications
<p>Informing Task: When I say go, go get a pickleball paddle, a pickleball and spread out into self-space throughout the gym and begin balancing the pickleball on your paddle using either hand you choose. Hold the paddle about waist height.</p>			
<ul style="list-style-type: none"> • Add Music. • Have pickleball paddles and pickleballs spread out along one side of the gym. • Students are in scattered formation in self-space. Self-space is an individuals “bubble” around them. This allows for students to have plenty of space to do an activity and to keep them safe. • Demonstrate any task that is unclear to students. • Explain to students that they need to hold onto their paddle during practice. • Remember that you as the teacher are simply checking the skill level of your students. 	<p>This time try to roll the pickleball around the paddle without letting the pickleball fall off.</p> <p>This time bounce the pickleball from waist height to head height on either side of your paddle.</p>	<p>See cue reference page at end of lesson.</p> <ul style="list-style-type: none"> • Keep a flat paddle. • Remember to shake hands with the paddle. 	<p>Let’s see how many times you can roll the pickleball around the paddle in 20 seconds.</p>
<ul style="list-style-type: none"> • Walk around and get a feel for the level of skill your students are at. 	<p>This time spread out at least 8 feet from one another and 10 feet from the wall and begin striking the pickleball, any way you choose, against the wall. Be sure that the pickleball stays at a level lower than your own height. Stop the pickleball after each shot.</p>	<ul style="list-style-type: none"> • Keep a flat paddle. 	<p>Let’s see how many times in a row you can bounce the pickleball to head height.</p>

<ul style="list-style-type: none"> Be sure to emphasize the importance of safety. 	<p>This time strike the pickleball, any way you choose, against the wall at a level lower than your own height. Do this continuously.</p>	<ul style="list-style-type: none"> Remember to shake hands with the paddle. 	<p>Let's see if you do this five times in a row.</p>
<p>Informing Task: When I say go, find a partner and begin striking the pickleball to your partner and have your partner catch the pickleball. Do this from ten feet apart. When striking to your partner, hit the pickleball so that your partner can easily catch it. (See diagram #1).</p>			
<ul style="list-style-type: none"> Students are paired in partners and spread throughout the gym. 	<p>This time switch so that the other partner is striking and the other is catching.</p>	<ul style="list-style-type: none"> Keep your knees bent. 	<p>See how many times you can successfully strike the pickleball to your partner in the next 45 seconds.</p>
<p>Informing Task: When I say go, with your partner move to a spot on the pickleball court. You and your partner will be on opposite sides of the net and about 10 feet from the net. Begin striking the pickleball to your partner using either a forehand or backhand shot and have your partner catch the pickleball. When striking to your partner, hit the pickleball so that your partner can easily catch it. (See diagram #2).</p>			
<ul style="list-style-type: none"> Introduce court boundaries for singles/doubles play when the students are on their court. Do this briefly because we will touch on this many times throughout the lesson. Have students demonstrate (for teacher) ball control by balancing the pickleball on their paddle for 10 seconds. 	<p>This time switch so that the other partner is striking and the other is catching.</p> <p>Gather into group space after assessment.</p>	<ul style="list-style-type: none"> Keep your knees bent. 	<p>See how many shots in a row you can get over the net and to your partner.</p>
<ul style="list-style-type: none"> Once the students are in group space hand out the syllabuses for the unit. Go over the topics of assessments, attendance, grading, and also give the students the first assignment, which is the returning of the syllabus with parent's signature. 	<p>Go over protocol and class rules if this unit is the first unit of the school year. If not the students should already be familiar with the teacher's protocol and class rules.</p> <p>Go over what skills will be covered throughout the pickleball unit.</p>		
<p>Closure/Assessment:</p> <ul style="list-style-type: none"> What are the seven different skills that we will cover in this pickleball unit? Yes, we will cover the forehand/backhand drive, drive/lob serve, forehand/backhand lob, and smash. How many class days do you have to return the signed syllabus? Yes, you have 3 days to return the signed syllabus to receive 2 points. 			

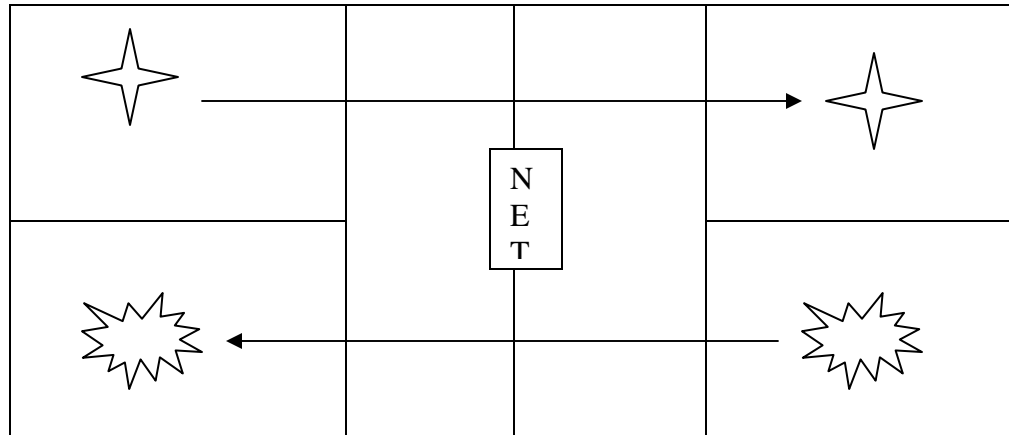
Diagram #1


(Gym)




☆ = Students

Diagram #2



 = Group 1 Student

 = Group 2 Student

Cue Reference Page (Introduction)

Shake Hands

- Act like the paddle handle is another person's hand. Grip the paddle handle like you would another person's hand.

Flat Paddle

- When teaching flat paddle, have the students keep the paddle parallel with the floor.

Knees Bent

- Your knees should look as if you were trying to point your knees towards the ground. Not too much, but far enough to create power in your legs.

Physical Education
Pickleball: Ball Control
Lesson #2

1. Objectives:

A: Student: By the end of class, students will be able to balance the pickleball on their paddle for 30 seconds using correct technique.
Correct technique = **flat paddle, eyes on ball, shake hands** (NASPE 1, 2), (EALR 1.1, 1.3)

B: Teacher:

2. Equipment: (30 students)

1. 32 pickleball paddles
2. 32 pickleballs
3. 15 jerseys (instant activity)
4. 8 bean bags (instant activity)
5. 6 cones (instant activity boundaries)
6. CD player
7. CD

Instant Activity: “Capture the Flag” The class will be divided into two teams. (Teacher randomly decides how to pick teams) The objective of the game is to get all of the beanbags onto one side. Once a student crosses the centerline the student can be tagged and sent back to their own side. The first one to get all the beanbags to one side wins. Play only for four minutes (may not finish the game). (See diagram for activity layout)

Set Induction: How many students know where the game of pickleball was created? Pickleball was created on Bainbridge Island, close to Seattle. Its pretty cool that a game so close to tennis was created not only in the USA but so close to us.

MAF/Instructional	Extensions	Refinements	Applications
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Informing Task: When I say go, I want everyone to get a pickleball and a paddle and spread out into self-space and begin balancing the pickleball on your paddle with your dominant hand. (Teacher demonstration).

<ul style="list-style-type: none"> • Add music. • Have the pickleball paddles and pickleballs spread out along one side of the gym. • Have students get equipment based on color of eyes they have to keep it organized. • Students are in scattered formation in self-space. Self-space is an individual’s “bubble” around them. This allows for students to have plenty of space to do an activity and to keep them safe. • Demonstrate any task that is unclear to students. 	Balance the ball on the paddle with your non-dominant hand.	<p style="text-align: center;">See cue reference page at end of lesson.</p> <ul style="list-style-type: none"> • Keep a flat paddle. 	See if you can balance the ball on the paddle without taking a step for 30 seconds.
<ul style="list-style-type: none"> • Students are in scattered formation while in motion and in self-space. 	Balance the ball on the paddle with your dominant hand while walking.	<ul style="list-style-type: none"> • Keep a flat paddle. 	See if you can balance the ball for 30 seconds.
<ul style="list-style-type: none"> • Students are in scattered formation while in motion and in self-space. 	Balance the ball on the paddle with your non-dominant hand while walking.	<ul style="list-style-type: none"> • Keep a flat paddle. 	See if you can count to 200 while balancing the ball on your paddle.
<ul style="list-style-type: none"> • Walk around and give feedback during practice time. Try to give feedback to every student at least once throughout the class time. 	Balance the ball on the paddle with your dominant hand while walking backwards.	<ul style="list-style-type: none"> • Keep a flat paddle. 	See if you can balance the ball walking backwards in a low level.
<ul style="list-style-type: none"> • It is important to have 	Balance the ball on the paddle	<ul style="list-style-type: none"> • Keep your eyes on the ball. 	See if you can spell the month in

<p>students perform ball control tasks with both their dominant hand and non-dominant hand because of “muscle memory”. The dominant hand will benefit from the exercises of the non-dominant hand. Have students perform tasks with their dominant hand 75% of the time. Spend the other 25% of the time on non-dominant.</p>	<p>with your non-dominant hand while walking backwards.</p>		<p>which you were born while balancing the ball walking backwards.</p>
	<p>Balance the ball on the paddle with your dominant hand while skipping.</p>	<ul style="list-style-type: none"> • Keep your eyes on the ball. 	
<ul style="list-style-type: none"> • Check for understanding on cues. 	<p>Balance the ball on the paddle with your non-dominant hand while skipping.</p>	<ul style="list-style-type: none"> • Keep your eyes on the ball. 	
<ul style="list-style-type: none"> • Students are in scattered formation in self-space. • Good time for pinpointing. Pinpoint at least two students at a time. Pinpointing is having two or more students demonstrate a specific task. Choose students that are performing the task correctly. 	<p>Bounce the pickleball on the paddle chest high with your dominant hand.</p>	<ul style="list-style-type: none"> • Keep your eyes on the ball. • Remember to shake hands with the paddle. 	<p>With your paddle, see how many times in a row you can bounce the ball without dropping it.</p>
<ul style="list-style-type: none"> • Students are in scattered formation in self-space. 	<p>Bounce the pickleball on the paddle chest high with your non-dominant hand.</p>	<ul style="list-style-type: none"> • Keep your eyes on the ball. • Remember to shake hands with the paddle. 	<p>See how many times in the next minute you can bounce the ball on the paddle.</p>
<ul style="list-style-type: none"> • Students are in scattered formation while in motion and in self-space. 	<p>Bounce the pickleball on the paddle chest high with your dominant hand while walking.</p>	<ul style="list-style-type: none"> • Keep your eyes on the ball. • Remember to shake hands with the paddle. 	<p>See if you can walk in a zigzag pattern while bouncing the ball on the paddle.</p>
<ul style="list-style-type: none"> • Offer a game to the students. Have one side of the gym for the competition. The competition is to have the students bounce the 	<p>Bounce the pickleball on the paddle chest high with your non-dominant hand while walking.</p>		

<p>pickleball on their paddle for as long as possible. Once the pickleball is dropped, the student will continue to practice on the other side of the gym. Do this until there is only one student left.</p>			
	<p>Bounce the pickleball on the paddle chest high with your dominant hand while walking backwards.</p>	<ul style="list-style-type: none"> • Keep your eyes on the ball. • Remember to shake hands with the paddle. 	<p>See how far you can walk in the next 29 seconds while bouncing the ball on the paddle.</p>
	<p>Bounce the pickleball on the paddle chest high with your non-dominant hand while walking backwards.</p>	<ul style="list-style-type: none"> • Keep your eyes on the ball. • Remember to shake hands with the paddle. 	<p>See how long you can bounce the ball on the paddle while walking backwards.</p>
	<p>Bounce the pickleball on the paddle chest high with your dominant hand while skipping.</p>	<ul style="list-style-type: none"> • Keep your eyes on the ball. • Remember to shake hands with the paddle. 	<p>See if you can bounce the ball on the paddle for the next 30 seconds.</p>
	<p>Bounce the pickleball on the paddle chest high with your non-dominant hand while skipping.</p>	<ul style="list-style-type: none"> • Keep your eyes on the ball. • Remember to shake hands with the paddle. 	
<p>Closure/Assessment:</p> <ul style="list-style-type: none"> • Have students demonstrate ball control by balancing the pickleball on their paddle for 30 seconds using correct technique. • When controlling the pickleball, how do you want your paddle? Yes, “flat paddle.” • Where do you want your eyes while controlling the pickleball? Yes, “eyes on the ball.” • What kind of grip on the pickleball paddle do you want? Yes, “shake hands” with the paddle. • Reemphasize what is needed to be in control of the pickleball. (flat paddle, eyes on ball, shake hands). 			

Cue Reference Page (Ball Control)

Shake Hands

- Act like the paddle handle is another person's hand. Grip the paddle handle like you would another person's hand.

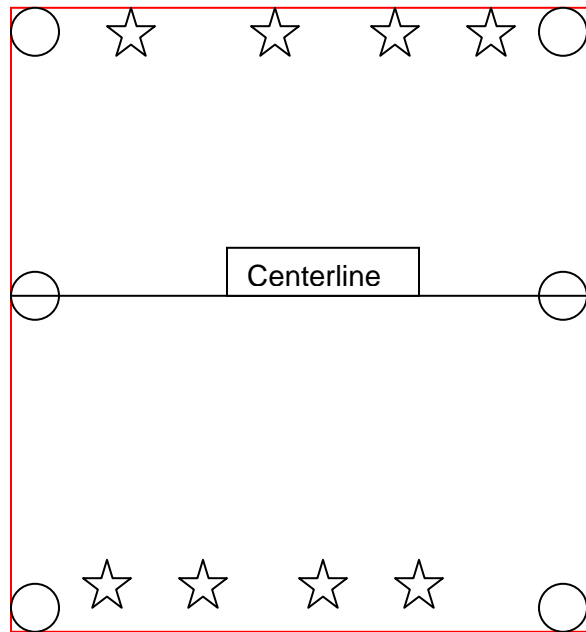
Flat Paddle

- When teaching flat paddle, have the students keep the paddle parallel with the floor.

Eyes On Pickleball

- Watch the pickleball all the way to your paddle.

“Capture The Flag”



= Beanbag



= Cones

Physical Education
Pickleball: Ball Control
Lesson #3

1. Objective:

A: Student: By the end of class, students will be able to bounce the pickleball chest high continuously for 15 seconds using correct technique.

Correct technique = **flat paddle, eyes on ball, shake hands.** (NASPE 1, 2), (EALR 1.1, 1.3)

B: Teacher:

2. Equipment: (30 students)

1. 32 pickleball paddles
2. 32 pickleballs
3. 3 jerseys (instant activity) (2 red, 1 blue)
4. 4 cones (instant activity boundaries)
5. CD player
6. CD

Instant Activity: “Pickleball Tag” We will have two taggers wearing red jerseys. Also there will be a reliever wearing a blue jersey. (Teacher randomly chooses two taggers and one reliever). The only way you can walk/run is if the pickleball is balanced on your paddle. The taggers will be balancing their pickleball as well. If the pickleball falls off the taggers paddle they cannot tag anyone. If the pickleball falls off the paddle, the students must stop where they are. The only way to get back into the game is to have the reliever tag you. Stay within the cones/boundaries.

Set Induction: Who here wants to be a master pickleball player? Well today we are going to continue with ball control, which will help you on your way to be a master pickleball player.

MAF/Instructional	Extensions	Refinements	Applications
<p>Informing Task: When I say go, I would like you to get a pickleball, a paddle, and spread out into self-space and with your paddle begin striking the pickleball towards the ground and catching the ball each time. (Teacher demonstration).</p>			
<ul style="list-style-type: none"> • Add music • Scattered Formations • Have the equipment spread out along the wall. Have the student get equipment based on what color of shoes they are wearing. • Demonstrate any task that is unclear to students. 	<p>With your non-dominant hand strike the ball towards the ground catching the ball each time.</p>	<p>See cue reference page at end of lesson.</p> <ul style="list-style-type: none"> • Keep a flat paddle. 	<p>See how many times in a row you can strike and catch the ball.</p>
<ul style="list-style-type: none"> • Students are in scattered formation and in self-space. • It is important to have students perform ball control tasks with both their dominant hand and non-dominant hand because of “muscle memory”. The dominant hand will benefit from the exercises of the non-dominant hand. Have students perform tasks with their dominant hand 75% of the time. Spend the other 25% of the time on non-dominant. 	<p>With your dominant hand strike the ball towards the ground continuously.</p>	<ul style="list-style-type: none"> • Keep a flat paddle. 	
<ul style="list-style-type: none"> • Check for understanding about the cues they are working on. 	<p>With your non-dominant hand strike the ball towards the ground continuously.</p>	<ul style="list-style-type: none"> • Keep a flat paddle. 	

<ul style="list-style-type: none"> Students are in scattered formation while in motion and in self-space. Good time for pinpointing. Pinpoint at least two students at a time. Pinpointing is having two or more students demonstrate a specific task. Choose students that are performing the task correctly. 	With your dominant hand strike the ball towards the ground continuously while walking.	<ul style="list-style-type: none"> Keep your eyes on the ball. 	See how many steps you can take in the next 20 seconds while keeping control of the pickleball.
	With your non-dominant hand strike the ball towards the ground continuously while walking.	<ul style="list-style-type: none"> Keep your eyes on the ball. 	See how many steps you can take in the next 35 seconds while keeping control of the pickleball.
<ul style="list-style-type: none"> Use intra-task variation if needed. "Have students who are either struggling or excelling perform easier or harder tasks". 	With your dominant hand strike the ball towards the ground continuously while walking backwards.	<ul style="list-style-type: none"> Remember to shake hands with the paddle. 	See if you can walk backwards in a straight line while keeping control of the pickleball.
	With your non-dominant hand strike the ball towards the ground continuously while walking backwards.	<ul style="list-style-type: none"> Remember to shake hands with the paddle. 	
<ul style="list-style-type: none"> Students are in scattered formation and in self-space. Ask the students about the application. 	With your dominant hand strike the ball so it reaches above your head catching the ball each time.	<ul style="list-style-type: none"> Keep your eyes on the ball. Remember to shake hands with the paddle. 	See how many times you can hit the ball above your head without having to take a step.
<ul style="list-style-type: none"> Remember to give feedback to all students throughout the lesson. 	With your non-dominant hand strike the ball so it reaches above your head catching the ball each time.	<ul style="list-style-type: none"> Keep your eyes on the ball. Remember to shake hands with the paddle. 	
<ul style="list-style-type: none"> Make this application a competition for the students: Have them all count their own strikes for the forty seconds and find 	With your dominant hand strike the ball so it reaches above your head continuously.	<ul style="list-style-type: none"> Keep your eyes on the ball. 	In the next 40 seconds, see how many strikes you can get.

out who wins the competition.			
	With your non-dominant hand strike the ball so it reaches above your head continuously.	<ul style="list-style-type: none"> • Keep your eyes on the ball. 	See how many strikes you can get in a row.
<p>Closure/Assessment:</p> <ul style="list-style-type: none"> • Reemphasize what is needed to be in control of the pickleball. (flat paddle, eyes on ball, shake hands). • When controlling the pickleball, how do you want you paddle? Yes, “flat paddle.” • Where do you want your eyes while controlling the pickleball? Yes, “eyes on the ball.” • What kind of grip on the pickleball paddle do you want? Yes, “shake hands” with the paddle. • Have students demonstrate ball control (to a classmate) by bouncing the pickleball off their paddle chest high continuously for 15 seconds using correct technique. 			

Cue Reference Page (Ball Control)

Shake Hands

- Act like the paddle handle is another person's hand. Grip the paddle handle like you would another person's hand.

Flat Paddle

- When teaching flat paddle, have the students keep the paddle parallel with the floor.

Eyes On Pickleball

- Watch the pickleball all the way to your paddle.

Physical Education
Pickleball: Ball Control
Lesson #4

1. Objectives:

A: Student: By the end of class, students will be able to bounce the pickleball continuously from their paddle chest high while walking for 15 seconds using correct technique.

Correct technique = **flat paddle, eyes on ball, shake hands** (NASPE 1, 2), (EALR 1.1, 1.3)

B: Teacher:

2. Equipment: (30 students)

1. 32 pickleball paddles
2. 32 pickleballs
3. 4 cones (instant activity boundaries)
4. CD player
5. CD

Instant Activity: “Sharks Lurk” Two students start out in the middle of the playing area and are the sharks. (Teacher randomly selects the first two sharks). The rest of the class lines up on the end line and tries to get to the opposite end line without going outside of the boundaries. If students go outside of the boundaries they will become a shark. Also, when the sharks tag a student he/she becomes a shark. Eventually everyone will become a shark. (See diagram for activity layout).

Set Induction: Who here has been to the circus? The concentration used by the performers at the circus is much like the concentration we will learn in today’s pickleball ball control lesson.

MAF/Instructional	Extensions	Refinements	Applications
<p>Informing Task: When I say go, I would like for you to get a paddle and a pickleball and spread out into self-space and begin bouncing the pickleball chest high and flipping the paddle, when the pickleball is in the air, so the pickleball strikes one side of the paddle, then the other side of the paddle. (Teacher demonstration).</p>			
<ul style="list-style-type: none"> • Add music • Scattered Formations • Have equipment spread out along a wall. Have the students get equipment based on what month they were born. • Demonstrate any task that is unclear to students. 	<p>With your non-dominant hand bounce the pickleball chest high and flipping the paddle, when the pickleball is in the air, so the pickleball strikes one side of the paddle, then the other side of the paddle.</p>	<p>See cue reference page at end of lesson.</p> <ul style="list-style-type: none"> • Keep a flat paddle. 	<p>See how many times in a row you can bounce the pickleball chest high and flipping the paddle, when the pickleball is in the air, so the pickleball strikes one side of the paddle, then the other side of the paddle.</p>
<ul style="list-style-type: none"> • Students are in scattered formation and in self-space while in motion. 	<p>With your dominant hand bounce the pickleball chest high and flipping the paddle, when the pickleball is in the air, so the pickleball strikes one side of the paddle, then the other side of the paddle while walking.</p>	<ul style="list-style-type: none"> • Keep your eyes on the ball. • Remember to shake hands with the paddle. 	
<ul style="list-style-type: none"> • It is important to have students perform ball control tasks with both their dominant hand and non-dominant hand because of “muscle memory”. The dominant hand will benefit from the exercises of the non-dominant hand. Have students perform tasks with their dominant hand 75% of the time. Spend the other 25% of the time on non- 	<p>With your non-dominant hand bounce the pickleball chest high and flipping the paddle, when the pickleball is in the air, so the pickleball strikes one side of the paddle, then the other side of the paddle while walking.</p>	<ul style="list-style-type: none"> • Keep your eyes on the ball. • Remember to shake hands with the paddle. 	<p>See how many steps you can take in the next 45 seconds while bouncing the pickleball chest high and flipping the paddle, when the pickleball is in the air, so the pickleball strikes one side of the paddle, then the other side of the paddle.</p>

dominant.			
<ul style="list-style-type: none"> Use intra-task variation if needed. "Have students who are either struggling or excelling perform easier or harder tasks". 	With your dominant hand bounce the pickleball chest high and flipping the paddle, when the pickleball is in the air, so the pickleball strikes one side of the paddle, then the other side of the paddle while walking backwards.	<ul style="list-style-type: none"> Keep a flat paddle. 	See if you can bounce the pickleball on both sides of your paddle, alternating sides, 20 times while walking backwards.
<ul style="list-style-type: none"> Good time for pinpointing. Pinpoint at least two students at a time. Pinpointing is having two or more students demonstrate a specific task. Choose students that are performing the task correctly. Have the students give a show of hands of how many accomplish the application successfully. Make a mental note of this. 	With your non-dominant hand bounce the pickleball chest high and flipping the paddle, when the pickleball is in the air, so the pickleball strikes one side of the paddle, then the other side of the paddle while walking backwards.	<ul style="list-style-type: none"> Keep a flat paddle. 	
<ul style="list-style-type: none"> Walk around and give feedback during practice time. Try to give feedback to every student at least once throughout the class time. 	With your dominant hand bounce the pickleball chest high and flipping the paddle, when the pickleball is in the air, so the pickleball strikes one side of the paddle, then the other side of the paddle while walking in a zigzag pattern.	<ul style="list-style-type: none"> Keep your eyes on the ball. 	When you walk in a zigzag pattern see if you can change levels of walking from low to high.
<ul style="list-style-type: none"> Demonstrate application before having students perform. 	With your non-dominant hand bounce the pickleball chest high and flipping the paddle, when the pickleball is in the air, so the pickleball strikes one side of the paddle, then the other side of the paddle while walking in a zigzag pattern.	<ul style="list-style-type: none"> Keep your eyes on the ball. 	
<ul style="list-style-type: none"> Check for understanding of the cues. After the application have 	With your dominant hand bounce the pickleball chest high and flipping the paddle, when the	<ul style="list-style-type: none"> Keep your eyes on the ball. Remember to shake hands with the paddle. 	See if you can bounce the pickleball on both sides of your paddle, alternating sides, 25

<p>students who accomplished the application and all other students who want to compete in the game go to one side of the gym. Repeat the application to see who will go the longest, but don't have them walk in a curved pattern, just have them stand. Have other students continue to practice once they are out or if they didn't compete.</p>	<p>pickleball is in the air, so the pickleball strikes one side of the paddle, then the other side of the paddle while walking in a curved pattern.</p>		<p>times while walking in a curved pattern.</p>
	<p>With your non-dominant hand bounce the pickleball chest high and flipping the paddle, when the pickleball is in the air, so the pickleball strikes one side of the paddle, then the other side of the paddle while walking in a curved pattern.</p>	<ul style="list-style-type: none"> • Keep your eyes on the ball. • Remember to shake hands with the paddle. 	
	<p>With your dominant hand bounce the pickleball chest high and flipping the paddle, when the pickleball is in the air, so the pickleball strikes one side of the paddle, then the other side of the paddle while walking in a figure 8 pattern.</p>	<ul style="list-style-type: none"> • Keep your eyes on the ball. • Remember to shake hands with the paddle. 	<p>See how many figure 8's you can do in 45 seconds without losing control of the pickleball.</p>
<ul style="list-style-type: none"> • Find out the results of the application. Have students tell you by a show of hands. 	<p>With your non-dominant hand bounce the pickleball chest high and flipping the paddle, when the pickleball is in the air, so the pickleball strikes one side of the paddle, then the other side of the paddle while walking in a figure 8 pattern.</p>	<ul style="list-style-type: none"> • Keep your eyes on the ball. • Remember to shake hands with the paddle. 	<p>See if you can make 2 figure 8's without losing control of the pickleball.</p>

Closure/Assessment:

- When controlling the pickleball, how do you want your paddle? Yes, “flat paddle.”
- Where do you want your eyes while controlling the pickleball? Yes, “eyes on the ball.”
- What kind of grip on the pickleball paddle do you want? Yes, “shake hands” with the paddle.
- Reemphasize what is needed to be in control of the pickleball.
- Have students demonstrate (for teacher) bouncing the pickleball from their paddle chest high continuously while walking for 15 seconds using correct technique.

**Cue Reference Page
(Ball Control)**

Shake Hands

- Act like the paddle handle is another person's hand. Grip the paddle handle like you would another person's hand.

Flat Paddle

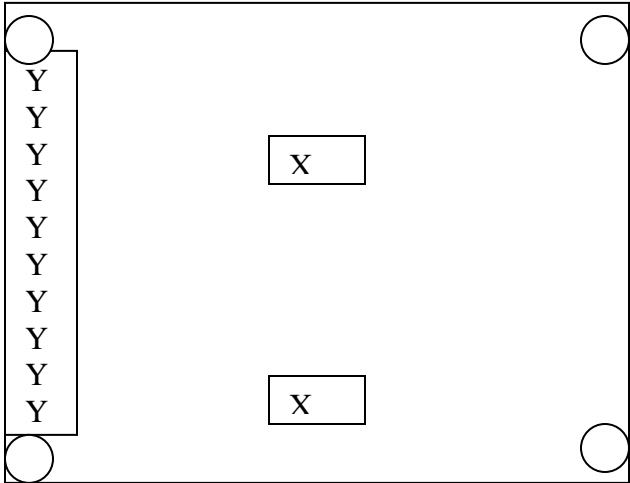
- When teaching flat paddle, have the students keep the paddle parallel with the floor.

Eyes On Pickleball

- Watch the pickleball all the way to your paddle.

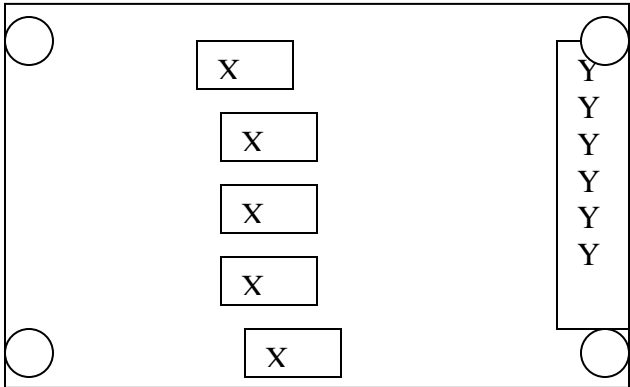
“Sharks Lurk”

Figure 1



O = Cones
X = Sharks
Y = Students

Figure 2



Physical Education
Pickleball: Ball Control
Lesson #5

1. Objectives:

A: By the end of class students will be able to complete 7 of 10 task sheets using correct technique for ball control.
Correct technique = **flat paddle, eyes on ball, shake hands** (NASPE 1), (EALR 1.1)

B: Teacher:

2. Equipment: (30 students)

1. 32 pickleball paddles
2. 32 pickleballs
3. 10 cones
4. 10 task cards
5. CD player
6. CD

3. Content Development: See task sheets (#1).

Physical Education
Pickleball: Forehand Drive
Lesson #6

1. Objectives:

A: Student: By the end of class, students will be able to demonstrate correct technique for the forehand drive.
Correct technique= **shake hands, side to target, follow through across body** (NASPE 1, 2), (EALR 1.1, 1.3)

B: Teacher:

2. Equipment: (30 students)

1. 32 pickleball paddles
2. 32 pickleballs
3. 32 balloons
4. 4 cones (instant activity)
5. 9 cones (markers for 5, 10, and 15 feet from the wall)
6. CD Player
7. CD
8. 150 ft of wall space

Instant Activity: “Chain Tag” The game starts with two taggers that act as a chain. The two taggers must hold each other’s hand to form a “chain”. As others get tagged they join the chain of taggers. As the game continues eventually everyone will become a part of the chain. To form the chain everyone must hold each other’s hands. Emphasize how working together will keep the students safe and will work better to tag the other students. (Teacher chooses first two taggers at random). (Play for four minutes).

Set Induction: Who here has seen Andre Agassi play tennis? Why do you think his forehand drive is very accurate? His forehand is extremely accurate because of these three cues: firm wrist, side to target, and follow through. Those cues are what we are going to be learning today in our forehand drive so we can play like a champion.

MAF/ Instructional	Extensions	Refinements	Applications
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Informing Task: When I say go, spread out into self-space and begin practicing a forehand drive with just your hand. (Teacher demonstration).

<ul style="list-style-type: none"> • Add Music • Scattered formation • Review boundaries for a game of singles to refresh the student’s memory from day 1. • Demonstrate any task that is unclear to students. 		<p>See cue reference page at end of lesson.</p> <ul style="list-style-type: none"> • Make sure to have your side to target. • Be sure to follow through across body. 	
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Informing Task: When I say go, get a paddle, pickleball, and balloon and spread out into self-space and begin practicing a forehand drive with your paddle.

<ul style="list-style-type: none"> • Students are in scattered formation and in self-space. • Have the equipment spread out along the wall. • Have students get equipment based on color of hair they have to keep organized. • Make a point to explain safety when hitting the forehand drive. Make sure the students are aware of others around them before they swing their paddle. 	<p>This time strike a balloon with your forehand drive.</p>	<ul style="list-style-type: none"> • Remember to shake hands with the paddle. 	
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Informing Task: When I say go, move to an open spot five feet from the wall with your paddle and pickleball and begin striking the pickleball using your forehand drive against the wall catching the ball each time.

<ul style="list-style-type: none"> • Managed formation (evenly spaced along wall) 	<p>This time strike the pickleball three times continuously against the wall letting the ball bounce</p>	<ul style="list-style-type: none"> • Make sure to have your side to target. 	<p>See how many sets of three in a row you can do only using your forehand drive.</p>
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	only once before striking again, then catch.		
<ul style="list-style-type: none"> Check for understanding of the cues for the forehand drive. 	This time strike the pickleball continuously against the wall letting the ball bounce only once before striking again.	<ul style="list-style-type: none"> Be sure to follow through across body. 	See how many times in a row you can strike the pickleball against the wall only using your forehand drive.
<ul style="list-style-type: none"> Good time for pinpointing. Pinpoint at least two students at a time. Pinpointing is having two or more students demonstrate a specific task. Choose students that are performing the task correctly. Have the students tell you how many times they performed the application successfully. Make a note of this for intra task variation. 	Move ten feet away from the wall and begin striking the pickleball against the wall catching the ball each time.	<ul style="list-style-type: none"> Make sure to have your side to target. 	See if you can strike the pickleball and catch it each time without having to take a step.
<ul style="list-style-type: none"> Good time for pinpointing. Use intra-task variation if needed. "Have students who are either struggling or excelling perform easier or harder tasks". 	This time strike the pickleball three times continuously against the wall letting the ball bounce only once before striking again, and then catch.	<ul style="list-style-type: none"> Remember to shake hands with the paddle. 	See if you can perform the task for the next 20 seconds using only your forehand drive.
<ul style="list-style-type: none"> Check for understanding of the cues for the forehand drive. 	This time strike the pickleball continuously against the wall letting the ball bounce only once before striking again.	<ul style="list-style-type: none"> Make sure to have your side to target. 	
<ul style="list-style-type: none"> Walk around and give feedback during practice time. Try to give feedback to every student at least once throughout the class time. 	Move fifteen feet away from the wall and begin striking the pickleball against the wall catching the ball each time.	<ul style="list-style-type: none"> Be sure to follow through across body. 	Pick a target: Using your forehand drive, see how many times in a row you can hit within a foot of that target.
<ul style="list-style-type: none"> Make this a competition for the class. See who can strike the pickleball continuously against the wall (in sets of three) the most times 	This time strike the pickleball three times continuously against the wall letting the ball bounce only once before striking again, then catch.	<ul style="list-style-type: none"> Remember to shake hands with the paddle. 	See how many sets of three you can do in the next minute using your forehand drive.

consecutively.			
	This time strike the pickleball continuously against the wall letting the ball bounce only once before striking again.	<ul style="list-style-type: none"> • Make sure to have your side to target. 	
<p>Closure/Assessment:</p> <ul style="list-style-type: none"> • Reemphasize what is important in learning the forehand drive. (Shake hands, side to target, follow through across body). • Have students line up along a line and show the teacher correct technique for the forehand drive. 			

Cue Reference Page (Forehand Drive)

Shake Hands

- Act like the paddle handle is another person's hand. Grip the paddle handle like you would another person's hand.

Follow Through Across Body

- Act as if you are shutting a door. Notice where your hand is after shutting the door. It is across the other side of your body, just like when you follow through across your body

Side To Target

- Point your shoulder towards your target.

Physical Education
Pickleball: Forehand Drive
Lesson #7

1. Objectives:

A: Student: By the end of class, students will be able to demonstrate striking a pickleball over the net 5 of 8 times in bounds using correct technique for the forehand drive.

Correct technique = **shake hands, side to target, follow through across body** (NASPE 1, 2, 5), (EALR 1.1, 1.3, 3.3, 3.4)

B: Teacher:

2. Equipment: (30 students)

1. 32 pickleball paddles
2. 64 pickleballs
3. 8 pickleball nets
4. 8 pickleball courts
5. CD player
6. CD
7. 150 ft of wall space

Instant Activity: “Practice shots” Have students practice their forehand drive against a wall striking the pickleball 150 times.			
Set Induction: How many of you think that shutting a door and playing pickleball are similar? Well today we are going to work more on the forehand drive, which is very much like shutting a door.			
MAF/ Instructional	Extensions	Refinements	Applications
Informing Task: When I say go, spread out into self-space and begin practicing the forehand drive with just your hand. (Teacher demonstration).			
<ul style="list-style-type: none"> • Add Music • Scattered formation • Have the instant activity written on a board so when the students come into class they can get engaged right away. • Have equipment spread out underneath the board that tells about the instant activity. • Demonstrate any task that is unclear to students. 		<p>See cue reference page at end of lesson.</p> <ul style="list-style-type: none"> • Make sure to have your side to target. • Be sure to follow through across body. 	
Informing Task: When I say go, find a partner and get 4 pickleballs and two paddles and find a spot near the wall. Then begin practicing your forehand drive, striking the pickleball against the wall, with your partner standing to your side tossing the ball to you. (See diagram 1 for activity layout).			
<ul style="list-style-type: none"> • Students are with a partner and spread out along the wall. • Have the partner that is tossing; toss the pickleball at waist high for their partner. • Walk around and give feedback during practice time. Try to give feedback to every student at least once throughout the class time. • Check for understanding of the cues for a forehand drive. 	This time switch positions so you are tossing the pickleball for your partner.	<ul style="list-style-type: none"> • Remember to shake hands with the paddle. 	See how many times in a row you can hit the same general spot on the wall using your forehand drive.
Informing Task: When I say go, find a spot in a court. With your partner across from you, begin by having your partner toss the pickleball across the net to your forehand side and practice your forehand drive by returning the toss into your partner’s court. (See diagram 2 for activity layout).			
<ul style="list-style-type: none"> • Four students on a court (two 	This time switch positions so you	<ul style="list-style-type: none"> • Make sure to have your side 	See if you can hit the pickleball

<p>sets of partners).</p> <ul style="list-style-type: none"> Review the boundaries for a game of doubles to refresh the student's memories from day 1. Emphasize safety by explaining which court boundaries partners are using. This will keep students out of each other's court and minimize the chance for injury. 	<p>are tossing the pickleball across the net for your partner.</p>	<p>to target.</p>	<p>back to your partner so he/she doesn't have to take a step 5 of 8 times.</p>
<ul style="list-style-type: none"> Ask the students how many times their group got the ball across the net. Make a note of this to see which groups to use intra task variation and pinpointing with. 	<p>With your partner, strike the pickleball back and forth over the net using only your forehand drive staying within ten feet of the net.</p>	<ul style="list-style-type: none"> Make sure to have your side to target. 	<p>See how many times in a row you and your partner can get the pickleball across the net using the forehand drive.</p>
<ul style="list-style-type: none"> Use intra-task variation if needed. "Have students who are either struggling or excelling perform easier or harder tasks". Good time for pinpointing. Pinpoint at least two students at a time. Pinpointing is having two or more students demonstrate a specific task. Choose students that are performing the task correctly. 	<p>With your partner, strike the pickleball back and forth over the net using only your forehand drive staying within the boundaries of the court.</p>	<ul style="list-style-type: none"> Make sure to have your side to target. Be sure to follow through across body. 	<p>See if you and your partner can get the ball across the net ten times continuously using the forehand drive.</p>
<ul style="list-style-type: none"> Good time for pinpointing. Make this a competition for the class. Have each court of students count to see how many times they can consecutively get the ball across the net. After five minutes of this, find out how each court did. 	<p>As a court (two sets of partners), staying within ten feet of the net, strike the pickleball back and forth over the net using only your forehand drive.</p>	<ul style="list-style-type: none"> Make sure to have your side to target. Remember to shake hands with the paddle. 	<p>See how many times your court can get the ball across the net continuously using the forehand drive.</p>

	As a court (two sets of partners), staying within the boundaries of the court, strike the pickleball back and forth over the net using only your forehand drive.	<ul style="list-style-type: none"> • Make sure to have your side to target. • Remember to shake hands with the paddle. 	See if your court can get the ball across the net fifteen times continuously using the forehand drive.
<p>Closure/Assessment:</p> <ul style="list-style-type: none"> • Have students demonstrate (for their partner) striking a pickleball over the net 5 of 8 times in bounds using correct technique for the forehand drive. • Demonstrate (the teacher) correct and incorrect way to hit a forehand drive and have students differentiate between the two. • Reemphasize what is important in learning the forehand drive (shake hands, side to target, follow through across body). 			

Cue Reference Page (Forehand Drive)

Shake Hands

- Act like the paddle handle is another person's hand. Grip the paddle handle like you would another person's hand.

Follow Through Across Body

- Act as if you are shutting a door. Notice where your hand is after shutting the door. It is across the other side of your body, just like when you follow through across your body

Side To Target

- Point your shoulder towards your target.

Diagram 1

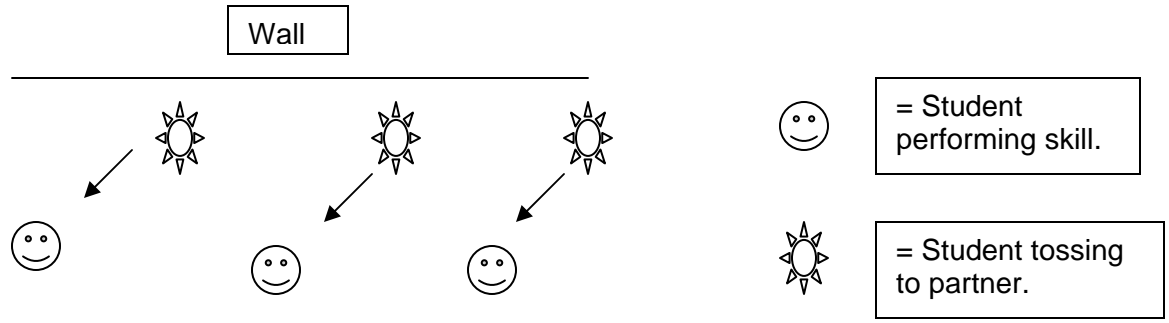
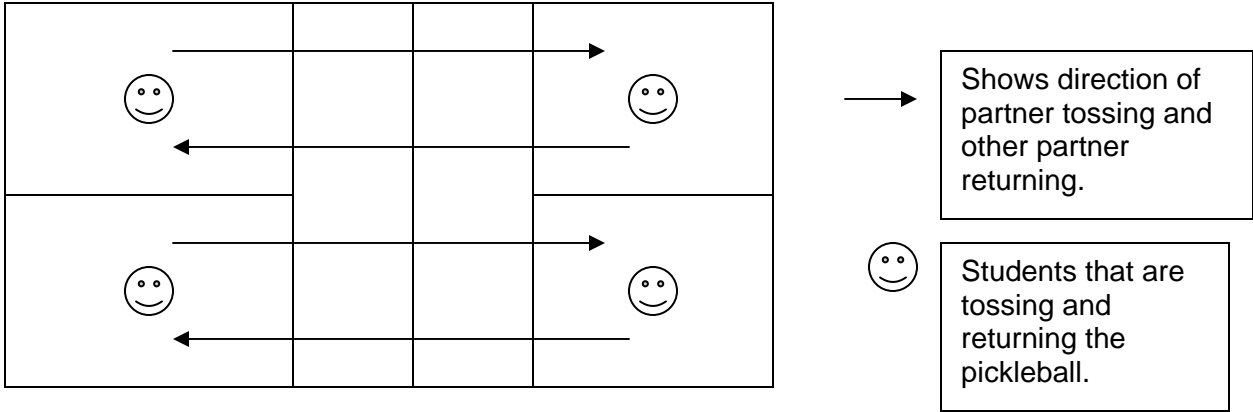


Diagram 2



Physical Education
Pickleball: Forehand Drive
Lesson #8

1. Objectives:

A: Student: By the end of class, students will be able to demonstrate 7 of the 10 task sheets using correct technique for the forehand drive.

Correct technique = **shake hands, side to target, follow through across body** (NASPE 1), (EALR 1.1)

B: Teacher:

2. Equipment: (30 students)

1. 32 pickleball paddles
2. 32 pickleballs
3. 4 pickleball nets
4. 4 pickleball courts
5. 10 task sheets
6. 32 balloons
7. 9 cones (for 5, 10, & 15 feet markers)
8. CD player
9. CD
10. 150 ft of wall space

3. Content Development: See task sheets (#2).

Physical Education
Pickleball: Backhand Drive
Lesson #9

1. Objectives:

A: Student: By the end of class, students will be able to demonstrate correct technique for the backhand drive.
Correct technique= **shake hands, side to target, follow through across body** (NASPE 1, 2), (EALR 1.1, 1.3)

B: Teacher:

2. Equipment: (30 students)

1. 32 pickleball paddles
2. 32 pickleballs
3. 32 balloons
4. 6 cones (instant activity)
5. 9 cones (markers for 5, 10, and 15 feet from the wall)
6. 15 jerseys (instant activity)
7. 8 bean bags
8. CD Player
9. CD
10. 150 ft of wall space

Instant Activity: “Capture the Flag” The class will be divided into two teams. (Teacher randomly decides how to pick teams) The objective of the game is to get all of the beanbags onto one side. Once a student crosses the centerline the student can be tagged and sent back to their own side. The first one to get all the beanbags to one side wins. Play only for four minutes (may not finish the game). (See diagram for activity layout)

Set Induction: Who here knows what the opposite of the forehand drive is? Yes, it is the backhand drive. We are going to cover the forehand drive’s cousin, the backhand drive.

MAF/ Instructional	Extensions	Refinements	Applications
<p>Informing Task: When I say go, spread out into self-space and begin practicing a backhand drive with just your hand. (Teacher demonstration).</p>			
<ul style="list-style-type: none"> • Add Music • Scattered formation • Review boundaries for a game of singles to refresh the student’s memory from day 6. • Demonstrate any task that is unclear to students. 		<p>See cue reference page at end of lesson.</p> <ul style="list-style-type: none"> • Make sure to have your side to target. • Be sure to follow through across body. 	
<p>Informing Task: When I say go, get a paddle, pickleball, and balloon and spread out into self-space and begin practicing a backhand drive with your paddle.</p>			
<ul style="list-style-type: none"> • Students are in scattered formation and in self-space. • Have the equipment spread out along the wall. • Have students get equipment based on color of hair they have to keep organized. • Make a point to explain safety when hitting the backhand drive. Make sure the students are aware of others around them before they swing their paddle. 	<p>This time strike a balloon with your backhand drive.</p>	<ul style="list-style-type: none"> • Remember to shake hands with the paddle. 	
<p>Informing Task: When I say go, move to an open spot five feet from the wall with your paddle and pickleball and begin striking the pickleball using your backhand drive against the wall catching the ball each time.</p>			
<ul style="list-style-type: none"> • Managed formation (evenly spaced along wall) 	<p>This time strike the pickleball three times continuously against</p>	<ul style="list-style-type: none"> • Make sure to have your side to target. 	<p>See how many sets of three in a row you can do only using your</p>

	the wall letting the ball bounce only once before striking again, then catch.		backhand drive.
<ul style="list-style-type: none"> • Check for understanding of the cues for the backhand drive. 	This time strike the pickleball continuously against the wall letting the ball bounce only once before striking again.	<ul style="list-style-type: none"> • Be sure to follow through across body. 	See how many times in a row you can strike the pickleball against the wall only using your backhand drive.
<ul style="list-style-type: none"> • Good time for pinpointing. Pinpoint at least two students at a time. Pinpointing is having two or more students demonstrate a specific task. Choose students that are performing the task correctly. • Have the students tell you how many times they performed the application successfully. Make a note of this for intra task variation. 	Move ten feet away from the wall and begin striking the pickleball against the wall catching the ball each time.	<ul style="list-style-type: none"> • Make sure to have your side to target. 	See if you can strike the pickleball and catch it each time without having to take a step.
<ul style="list-style-type: none"> • Good time for pinpointing. • Use intra-task variation if needed. "Have students who are either struggling or excelling perform easier or harder tasks". 	This time strike the pickleball three times continuously against the wall letting the ball bounce only once before striking again, and then catch.	<ul style="list-style-type: none"> • Remember to shake hands with the paddle. 	See if you can perform the task for the next 20 seconds using only your backhand drive.
<ul style="list-style-type: none"> • Check for understanding of the cues for the backhand drive. 	This time strike the pickleball continuously against the wall letting the ball bounce only once before striking again.	<ul style="list-style-type: none"> • Make sure to have your side to target. 	
<ul style="list-style-type: none"> • Walk around and give feedback during practice time. Try to give feedback to every student at least once throughout the class time. 	Move fifteen feet away from the wall and begin striking the pickleball against the wall catching the ball each time.	<ul style="list-style-type: none"> • Be sure to follow through across body. 	Pick a target: Using your backhand drive, see how many times in a row you can hit within a foot of that target.
<ul style="list-style-type: none"> • Make this a competition for the class. See who can strike the pickleball continuously against the wall (in sets of 	This time strike the pickleball three times continuously against the wall letting the ball bounce only once before striking again,	<ul style="list-style-type: none"> • Remember to shake hands with the paddle. 	See how many sets of three you can do in the next minute using your backhand drive.

three) the most times consecutively.	then catch.		
	This time strike the pickleball continuously against the wall letting the ball bounce only once before striking again.	<ul style="list-style-type: none"> • Make sure to have your side to target. 	
<p>Closure/Assessment:</p> <ul style="list-style-type: none"> • Reemphasize what is important in learning the backhand drive. (Shake hands, side to target, follow through across body). • Have students line up along a line and show the teacher correct technique for the backhand drive. 			

Cue Reference Page (Backhand Drive)

Shake Hands

- Act like the paddle handle is another person's hand. Grip the paddle handle like you would another person's hand.

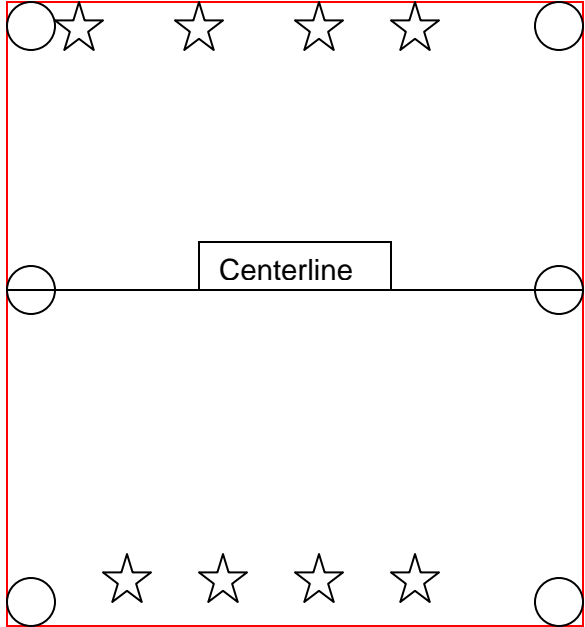
Follow Through Across Body

- Act like you are getting ready to shut a door. Your hand is on the other side of your body from where you contacted the pickleball. You should be ready to shut the door after you follow through across your body.

Side To Target

- Point your shoulder towards your target.

“Capture The Flag”



☆ = Beanbag

○ = Cone

Physical Education
Pickleball: Backhand Drive
Lesson #10

1. Objectives:

A: Student: By the end of class, students will be able to demonstrate striking a pickleball over the net 5 of 8 times in bounds using correct technique for the backhand drive.

Correct technique = **shake hands, side to target, follow through across body** (NASPE 1, 2, 5), (EALR 1.1, 1.3, 3.3, 3.4)

B: Teacher:

2. Equipment: (30 students)

1. 32 pickleball paddles
2. 64 pickleballs
3. 8 pickleball nets
4. 8 pickleball courts
5. CD player
6. CD
7. 150 ft of wall space

Instant Activity: “Practice shots” Have students practice their backhand drive against a wall hitting the pickleball 150 times.			
Set Induction: Who here thinks they need more work on their backhand drive after doing the instant activity? I think you all could use some more work on your backhand drive. You are all performing the backhand drive well, but we want to perfect this shot. Today we are going to work more on the backhand drive, which will help us on our way to perfection of the backhand drive.			
MAF/ Instructional	Extensions	Refinements	Applications
Informing Task: When I say go, spread out into self-space and begin practicing the backhand drive with just your hand. (Teacher demonstration).			
<ul style="list-style-type: none"> • Add Music • Scattered formation • Have the instant activity written on a board so when the students come into class they can get engaged right away. • Have equipment spread out underneath the board that tells about the instant activity. • Demonstrate any task that is unclear to students. 		<p>See cue reference page at end of lesson.</p> <ul style="list-style-type: none"> • Make sure to have your side to target. • Be sure to follow through across body. 	
Informing Task: When I say go, find a partner and get 4 pickleballs and two paddles and find a spot near the wall. Then begin practicing your backhand drive, striking the pickleball against the wall, with your partner standing to your side tossing the ball to you. (See diagram 1 for activity layout).			
<ul style="list-style-type: none"> • Students are with a partner and spread out along the wall. • Have the partner that is tossing; toss the pickleball at waist high for their partner. • Walk around and give feedback during practice time. Try to give feedback to every student at least once throughout the class time. • Check for understanding of the cues for a forehand drive. 	This time switch positions so you are tossing the pickleball for your partner.	<ul style="list-style-type: none"> • Remember to shake hands with the paddle. 	See how many times in a row you can hit the same general spot on the wall using your backhand drive.
Informing Task: When I say go, find a spot in a court. With your partner across from you, begin by having your partner toss the pickleball across the net to your backhand side and practice your backhand drive by returning the toss into your partner’s court. (See diagram 2 for activity layout).			

<ul style="list-style-type: none"> • Four students on a court (two sets of partners). • Review the boundaries for a game of doubles to refresh the student's memories from day 7. • Emphasize safety by explaining which court boundaries partners are using. This will keep students out of each other's court and minimize the chance for injury. 	<p>This time switch positions so you are tossing the pickleball across the net for your partner.</p>	<ul style="list-style-type: none"> • Make sure to have your side to target. 	<p>See if you can hit the pickleball back to your partner so he/she doesn't have to take a step 5 of 8 times.</p>
<ul style="list-style-type: none"> • Ask the students how many times their group got the ball across the net. Make a note of this to see which groups to use intra task variation and pinpointing with. 	<p>With your partner, strike the pickleball back and forth over the net using only your backhand drive staying within ten feet of the net.</p>	<ul style="list-style-type: none"> • Make sure to have your side to target. 	<p>See how many times in a row you and your partner can get the pickleball across the net using the backhand drive.</p>
<ul style="list-style-type: none"> • Use intra-task variation if needed. "Have students who are either struggling or excelling perform easier or harder tasks". • Good time for pinpointing. Pinpoint at least two students at a time. Pinpointing is having two or more students demonstrate a specific task. Choose students that are performing the task correctly. 	<p>With your partner, strike the pickleball back and forth over the net using only your backhand drive staying within the boundaries of the court.</p>	<ul style="list-style-type: none"> • Make sure to have your side to target. • Be sure to follow through across body. 	<p>See if you and your partner can get the ball across the net ten times continuously using the backhand drive.</p>
<ul style="list-style-type: none"> • Good time for pinpointing. • Make this a competition for the class. Have each court of students count to see how many times they can consecutively get the ball across the net. After five minutes of this, find out how 	<p>As a court (two sets of partners), staying within ten feet of the net, strike the pickleball back and forth over the net using only your backhand drive.</p>	<ul style="list-style-type: none"> • Make sure to have your side to target. • Remember to shake hands with the paddle. 	<p>See how many times your court can get the ball across the net continuously using the backhand drive.</p>

each court did.			
	As a court (two sets of partners), staying within the boundaries of the court, strike the pickleball back and forth over the net using only your backhand drive.	<ul style="list-style-type: none"> • Make sure to have your side to target. • Remember to shake hands with the paddle. 	See if your court can get the ball across the net fifteen times continuously using the backhand drive.
<p>Closure/Assessment:</p> <ul style="list-style-type: none"> • Have students demonstrate (for their partner) striking a pickleball over the net 5 of 8 times in bounds using correct technique for the backhand drive. • Demonstrate (the teacher) correct and incorrect way to hit a backhand drive and have students differentiate between the two. • Reemphasize what is important in learning the backhand drive (shake hands, side to target, follow through across body). 			

Cue Reference Page (Backhand Drive)

Shake Hands

- Act like the paddle handle is another person's hand. Grip the paddle handle like you would another person's hand.

Follow Through Across Body

- Act like you are getting ready to shut a door. Your hand is on the other side of your body from where you contacted the pickleball. You should be ready to shut the door after you follow through across your body.

Side To Target

- Point your shoulder towards your target.

Diagram 1

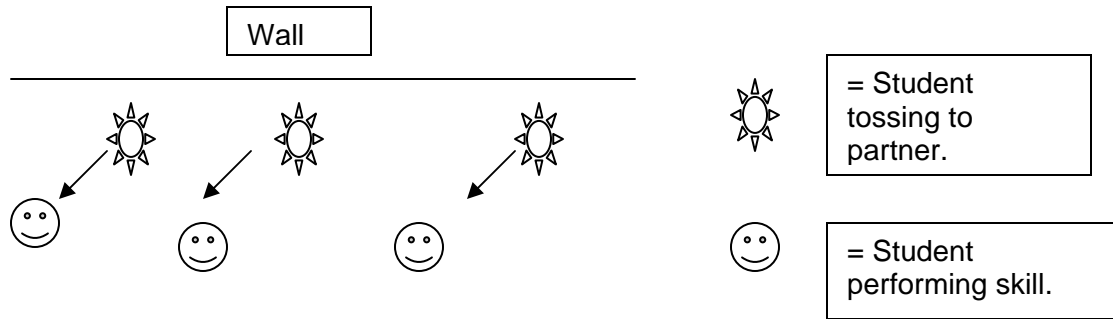
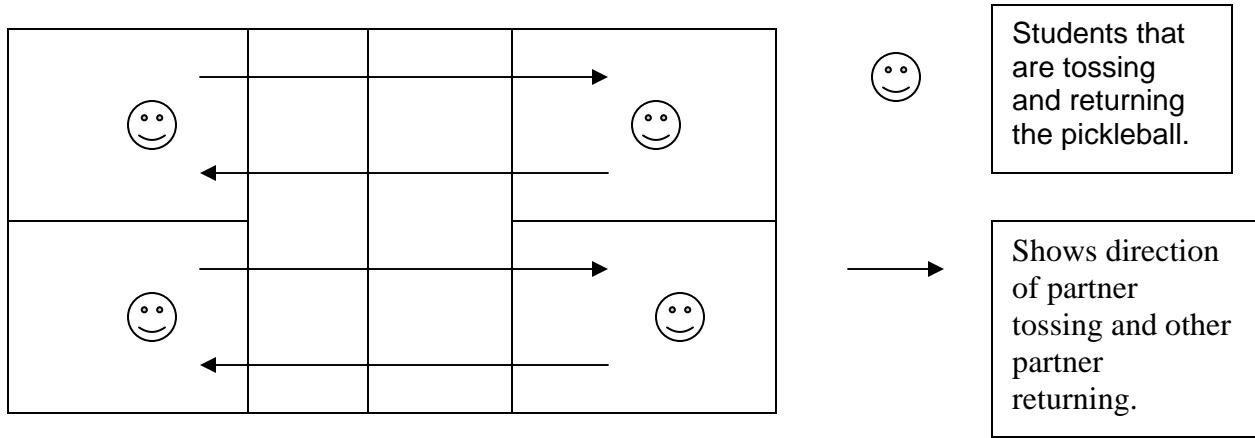


Diagram 2



Physical Education
Pickleball: Backhand Drive
Lesson #11

1. Objectives:

A: Student: By the end of class, students will be able to demonstrate 7 of the 10 task sheets using correct technique for the backhand drive.

Correct technique = **shake hands, side to target, follow through across body** (NASPE 1), (EALR 1.1)

B: Teacher:

2. Equipment: (30 students)

1. 32 pickleball paddles
2. 32 pickleballs
3. 4 pickleball nets
4. 4 pickleball courts
5. 10 task sheets
6. 32 balloons
7. 9 cones (for 5, 10, & 15 feet marker)
8. CD Player
9. CD

3. Content Development: See task sheets (#3).

Physical Education
Pickleball: Knowledge/Skill Assessment 1
Lesson #12

1. Objectives:

A: Student: By the end of class, all students will have taken a knowledge and skill assessment.
(NASPE 1, 2, 6), (EALR 1.1, 1.3)

B: Teacher:

2. Equipment: (30 students)

1. 32 test sheets
2. 32 pencils
3. 32 pickleball paddles
4. 32 pickleballs
5. 8 pickleball nets
6. 8 pickleball courts
7. CD player
8. CD
9. 150 ft of wall space

Instant Activity: "Practice Shots" Have students practice their forehand drive and backhand drive against the wall striking the pickleball 200 times.

MAF/Instructional	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Have the instant activity written on the board so the students can start right away. • Have the equipment spread out so the students can get started with the instant activity right away. • Have the students spread out in the gym and hand the students their written test along with pencils. • Answer any appropriate question referring to the test. 		<p style="text-align: center;">Forehand Drive</p> <ul style="list-style-type: none"> • Make sure to have your side to target. • Be sure to follow through across body. • Remember to shake hands with the paddle. <p style="text-align: center;">Backhand Drive</p> <ul style="list-style-type: none"> • Make sure to have your side to target. • Be sure to follow through across body. • Remember to shake hands with the paddle. 	<ul style="list-style-type: none"> • See how many times you can strike the pickleball continuously against the wall using forehand drive or backhand drive. • See how many times you and your partner can rally the pickleball using only forehand drive and backhand drive.
<ul style="list-style-type: none"> • Once students are done have them get a pickleball paddle and pickleball and practice any of the shots they have learned against the wall. Challenge the students with an application. See applications. 			
<ul style="list-style-type: none"> • Once all students are finished with the written assessment, have the students move to a net and practice their forehand and backhand drive with a partner of their choice. 			

<ul style="list-style-type: none">• Have students (two at a time) perform in front of the teacher (criterion test), the forehand drive and backhand drive by striking a pickleball against the wall. (Not continuously)• The teacher will have the students demonstrate three forehand drives and three backhand drives.• The teacher is watching for our refinements (shake hands, side to target, and follow through across body).• The assessment is broken up into always, sometimes, and never. This will be graded for each cue.• There are sample grade sheets attached. The actual grade sheets that will be used are in skill assessment section.			
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Knowledge Assessment #1 (answers in bold) (10 points possible)

#1. What are three cues we have covered for ball control? (3 points)

Flat paddle, eyes on ball, shake hands

#2. True/False: Side to target is a cue for ball control. (1 point)

False

#3. Which of the following cues are not for the forehand drive: (2 points)

A: side to target

B: shake hands

C: follow through across body

D: All of these cues are for the forehand drive

The answer is D, those are the cues for the forehand drive

#4. Name three cues for the backhand drive. (3 points)

Side to target, shake hands, follow through across body

#5. True/False: The trajectory of the pickleball when hitting a forehand/backhand drive is a high and long trajectory. (1 point)

False

Skills Assessment #1 (forehand drive) (9 points possible)

Cue: Side to Target (3 points possible)

Student name	Always (3 points)	Sometimes (2 points)	Never (1 point)

Cue: Shake hands (3 points possible)

Student name	Always (3 points)	Sometimes (2 points)	Never (1 point)

Cue: Follow Through Across Body (3 points possible)

Student name	Always (3 points)	Sometimes (2 points)	Never (1 point)

Skills Assessment #1 (backhand drive) (9 points possible)

Cue: Side to Target (3 points possible)

Student name	Always (3 points)	Sometimes (2 points)	Never (1 point)

Cue: Shake hands (3 points possible)

Student name	Always (3 points)	Sometimes (2 points)	Never (1 point)

Cue: Follow Through Across Body (3 points possible)

Student name	Always (3 points)	Sometimes (2 points)	Never (1 point)

**Physical Education
Pickleball: Serving
Lesson #13**

1. Objectives:

A: Student: By the end of class, students will be able to demonstrate correct technique for a drive serve.
Correct technique = **knees bent, side to target, follow through to opposite shoulder.**
(NASPE 1, 2, 5), (EALR 1.1, 1.3, 3.3, 3.4)

B: Teacher:

2. Equipment: (30 students)

1. 64 pickleballs
2. 32 pickleball paddles
3. 8 pickleball nets
4. 8 pickleball courts
5. 32 balloons
6. 32 hoops
7. CD Player
8. CD
9. 150 ft of wall space
10. 1 roll of masking tape (for six foot marker on wall)

<p>Instant Activity: “Sharks Lurk” Two students start out in the middle of the playing area and are the sharks. (Teacher randomly selects the first two sharks). The rest of the class lines up on the end line and tries to get to the opposite end line without going outside of the boundaries. If students go outside of the boundaries they will become a shark. Also, when the sharks tag a student he/she becomes a shark. Eventually everyone will become a shark. (See diagram for activity layout).</p>			
<p>Set Induction: Today we are going to learn the secrets of the most exciting shot that happens in pickleball. The drive serve. This is essential to have in your bag of tricks to help your play in pickleball.</p>			
MAF/Instructional	Extensions	Refinements	Applications
<p>Informing Task: When I say go, get a paddle and spread out into self-space and begin practicing the motion of the drive serve. (Teacher demonstration).</p>			
<ul style="list-style-type: none"> • Add Music • Students are in self-space spread throughout the gym. • Have equipment spread out along the wall. • Demonstrate any task that is unclear to students. 		<p>See cue reference page at end of lesson.</p> <ul style="list-style-type: none"> • Keep your knees bent. 	
<p>Informing Task: When I say go, go get a balloon and two pickleballs and begin practicing your drive serve by striking only the balloon.</p>			
<ul style="list-style-type: none"> • Students are in self-space spread throughout the gym. • Check for understanding of the cues for a drive serve. • Review the rules for serving in a singles game such as: cross-court serving, double bounce rule, serving and scoring to refresh their memories from day 1. 		<ul style="list-style-type: none"> • Keep your knees bent. 	
<p>Informing Task: When I say go, spread out along the wall (ten feet away from the wall). Using only the pickleball to practice your drive serve, strike the pickleball against the wall.</p>			
<ul style="list-style-type: none"> • Students are spread out along the wall. • Good time for pinpointing. Pinpoint at least two students at a time. Pinpointing is having two or more students demonstrate a specific task. Choose students that are performing the task correctly. 	<p>This time have your partner return your serve with either a forehand drive or backhand drive.</p>	<ul style="list-style-type: none"> • Make sure to have your side to target. 	<p>See how many times in a row you can serve the pickleball below the tape on the wall, which is six feet from the ground.</p>

<ul style="list-style-type: none"> Walk around and give feedback to students. 			
<p>Informing Task: When I say go, find a partner and get on either side of the net (one half of the court) and begin by practicing the drive serve by serving back and forth.</p>			
<ul style="list-style-type: none"> Make sure servers have at least one foot outside the boundary line. Use intra-task variation if needed. "Have students who are either struggling or excelling perform easier or harder tasks". Students are paired on different sides of the net. (Four students to a court, two sets of pairs). 	<p>This time alternate who is serving and returning.</p>	<ul style="list-style-type: none"> Make sure to have your side to target. Be sure to follow through to opposite shoulder. 	<p>Between you and your partner see if you can have ten "correct technique" drive serves in a row.</p>
<ul style="list-style-type: none"> Good time for pinpointing (at least two students) Good time to give students feedback. Make this a game for the students. Set out a hoop on both sides of the court. Set the hoop near the end line of the pickleball court so the students are practicing serving deep into their opponent's court. Each student gets 5 points if they serve the pickleball into the hoop, if they use correct technique for the drive serve. 3 points if it comes within 1 foot of the hoop. 	<p>This time serve the pickleball as deep as you can with it still being in. One partner serving and the other returning.</p>	<ul style="list-style-type: none"> Be sure to follow through to opposite shoulder. 	
	<p>Alternate who is serving and returning, still serving the pickleball deep into the court.</p>	<ul style="list-style-type: none"> Be sure to follow through to opposite shoulder. Make sure to have your side to target. 	<p>See how many times you can serve the pickleball (using a drive serve) within one foot of the end line. Keep track of your partner's number of successful serves.</p>

Informing Task: When I say go, move over one half court to the right (both sides of partners) and begin practicing your drive serve with one partner serving and the other returning with forehand drive or backhand drive. This will make every student have a new partner.

<ul style="list-style-type: none">• Play the same game. This will be played against a new opponent.	This time alternate who is serving and returning.	<ul style="list-style-type: none">• Be sure to follow through to opposite shoulder.• Make sure to have your side to target.	
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Closure/Assessment:

- Reemphasize what is important in learning the drive serve (**knees bent, side to target, follow through to opposite shoulder**). Have students demonstrate (for their partner) correct technique for the drive serve by serving 5 times.

Cue Reference Page (Drive Serve)

Knees Bent

- Your knees should look as if you were trying to point your knees towards the ground. Not too much, but far enough to create power in your legs.

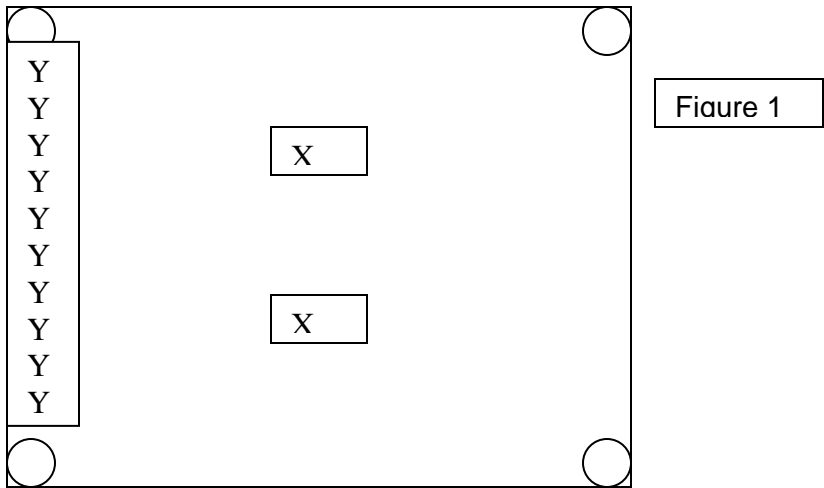
Follow Through To Opposite Shoulder

- After following through to your opposite shoulder you should end up looking like you are trying to hug yourself with one arm.

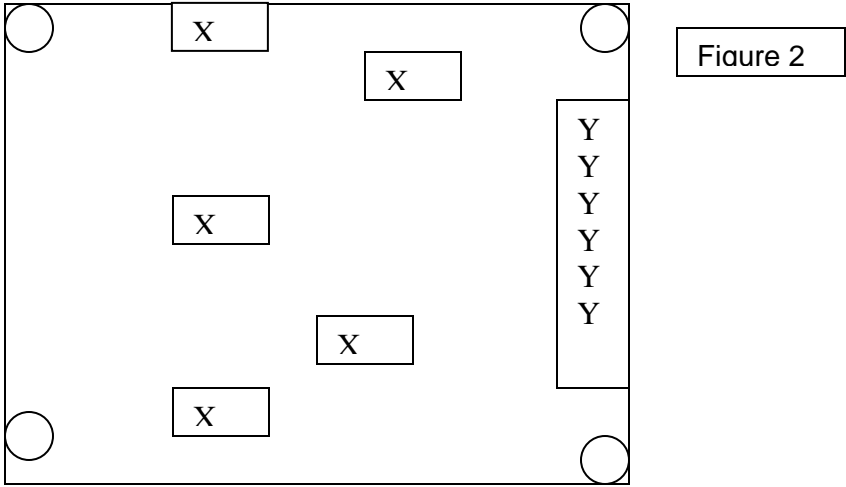
Side To Target

- Point your shoulder towards your target.

“Sharks Lurk”



O = Cones
X = Sharks
Y = Students



**Physical Education
Pickleball: Serving
Lesson #14**

1. Objective:

A: Student: By the end of class, students will be able to serve 5 of 8 pickleballs in bounds using correct technique for the lob serve.
Correct technique = **knees bent, side to target, follow through to opposite shoulder.**
(NASPE 1, 2, 5), (EALR 1.1, 1.3, 3.3, 3.4)

B: Teacher:

2. Equipment: (30 students)

1. 64 pickleballs
2. 32 pickleball paddles
3. 8 pickleball nets
4. 8 pickleball courts
5. 32 balloons
6. 32 hoops
7. 1 roll of masking tape (markers on wall)
8. CD player
9. CD
10. 150 ft of wall space

Instant Activity: “Chain Tag” The game starts with two taggers that act as a chain. The two taggers must hold each other’s hand to form a “chain”. As others get tagged they join the chain of taggers. As the game continues eventually everyone will become a part of the chain. To form the chain everyone must hold each other’s hands. Emphasize how working together will keep the students safe and will work better to tag the other students. (Teacher chooses first two taggers at random). (Play for four minutes).

Set Induction: Who here thinks they can play a full game of pickleball right now? Who here thinks they need more skills to be a good pickleball player? You’re right. Today we are going to go over the lob serve which is a helpful skill to have when your opponent knows how to return a drive serve.

MAF/Instructional	Extensions	Refinements	Applications
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Informing Task: When I say go, get a paddle, balloon, and spread out along the wall and begin practicing your lob serve against the wall. (Teacher demonstration).

<ul style="list-style-type: none"> • Add music • Students are in self-space along the wall. • Reemphasize the importance of safety when doing this drill along the wall. • Have pieces of tape on the wall at heights 6’ and 8’. • Demonstrate any task that is unclear to students. 	<p>This time when practicing your lob serve; strike the balloon so that it hits the wall between the two pieces of tape (masking tape).</p>	<p>See cue reference page at end of lesson.</p> <ul style="list-style-type: none"> • Keep your knees bent. • Make sure to have your side to target. 	<p>See if you can serve the balloon 5 of 8 times between the two pieces of tape.</p>
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Informing Task: When I say go, get two pickleballs and continue practicing your lob serve with the pickleballs against the wall.

<ul style="list-style-type: none"> • Students will be in self-space against the wall. • Make this a game for the students. If the student serves the pickleball below both lines it equals 1 point. If the student serves the pickleball above the top line then it equals 3 points. If the student serves the pickleball between the lines it equals 5 points. Find out the scores of the students when finished with this game (play for four minutes). • Review the rules for serving 	<p>This time when practicing your lob serve; strike the pickleball so that it hits the wall between the two pieces of tape.</p>	<ul style="list-style-type: none"> • Make sure to have your side to target. • Be sure to follow through to opposite shoulder. 	<p>See how many times in a row you can serve the pickleball between the two lines of tape.</p>
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<p>in a doubles game such as: cross-court serving, double bounce rule, serving and scoring.</p>			
<p>Informing Task: When I say go, move to a court with a partner and begin serving back and forth to one another.</p>			
<ul style="list-style-type: none"> • Reemphasize the boundaries/rules for serving. • Check for understanding of the cues for the lob serve. • Have the students visualize the two pieces of tape for the lob serve. • Students are paired on different sides of the net. (Four students to a court, two sets of pairs). • Make this a game for the students. Set out a hoop on both sides of the court. Set the hoop near the end line of the pickleball court so the students are practicing serving deep into their opponent's court. Each student gets 5 points if they serve the pickleball into the hoop, if they use correct technique for the lob serve. 3 points if it comes within 1 foot of the hoop. 	<p>Have one partner serving and the other partner returning using a forehand drive or backhand drive.</p>	<ul style="list-style-type: none"> • Keep your knees bent. • Make sure to have your side to target. 	<p>Using only the lob serve, see if you can serve the pickleball into the hoop 5 of 10 times.</p>
<ul style="list-style-type: none"> • Find out who was able to do the last application. Make a mental note of this so you know who to use for pinpointing. • Good time for pinpointing. Pinpoint at least two 	<p>Switch so that you are doing what your partner just was doing.</p>	<ul style="list-style-type: none"> • Keep your knees bent. • Make sure to have your side to target. 	

<p>students at a time. Pinpointing is having two or more students demonstrate a specific task. Choose students that are performing the task correctly.</p> <ul style="list-style-type: none"> • Walk around and give feedback to the students. 			
<ul style="list-style-type: none"> • Use intra-task variation if needed. "Have students who are either struggling or excelling perform easier or harder tasks". 	<p>This time serve the pickleball as deep as you can with it still being in bounds. One partner is serving and the other is returning with the forehand drive or backhand drive.</p>	<ul style="list-style-type: none"> • Make sure to have your side to target. • Be sure to follow through to opposite shoulder. 	<p>See how many times in a row you can serve the pickleball into your partner's court using the lob serve.</p>
<ul style="list-style-type: none"> • Emphasize why it is important to serve deep into the partner's court. (To keep your opponent away from the net). • Make a competition of this application. Have the students keep track of their partner's number of successful serves. 	<p>Alternate who is serving and returning, still serving the pickleball deep into the court.</p>	<ul style="list-style-type: none"> • Make sure to have your side to target. • Be sure to follow through to opposite shoulder. 	<p>See how many times you can serve the pickleball (using a lob serve) within one foot of the end line.</p>
<p>Informing Task: When I say go, move over one half court to the right if you won the competition. Move to the left if you lost the competition. This will make everyone have a new partner (opponent).</p>			
<ul style="list-style-type: none"> • Continue the competition of this task. Have the students keep track of their partner's number of successful serves. 	<p>Begin the lob serve with your new partner and try to serve the pickleball within one foot of the end line.</p>	<ul style="list-style-type: none"> • Be sure to follow through to opposite shoulder. • Keep your knees bent. 	
<p>Closure/Assessment:</p> <ul style="list-style-type: none"> • Have the students tell their partner the three cues for the lob serve. • Have the students demonstrate the lob serve by serving 5 of 8 serves in bounds using correct technique. • Reemphasize what is important in learning the lob serve. (go over cues) 			

Cue Reference Page (Lob Serve)

Knees Bent

- Your knees should look as if you were trying to point your knees towards the ground. Not too much, but far enough to create power in your legs.

Follow Through To Opposite Shoulder

- After following through to your opposite shoulder you should end up looking like you are trying to hug yourself with one arm.

Side To Target

- Point your shoulder towards your target.

**Physical Education
Pickleball: Serving
Lesson #15**

1. Objectives:

A: Student: By the end of class, students will be able to demonstrate 7 of the 10 task sheets using correct technique for the drive and lob serve.

Correct technique = **knees bent, side to target, follow through to opposite shoulder** (NASPE 1), (EALR 1.1)

B: Teacher:

2. Equipment: (30 students)

1. 32 pickleball paddles
2. 64 pickleballs
3. 8 pickleball nets
4. 8 pickleball courts
5. 10 task sheets
6. 1 roll electrical tape (markers for baseline and sideline targets)
7. CD Player
8. CD

3. Content Development: See task sheets (#4).

Physical Education
Pickleball: Forehand Lob
Lesson #16

1. Objectives:

A: Student: By the end of class, students will be able to demonstrate the forehand lob by striking the pickleball over the net and in bounds using correct technique.

Correct technique = **side to target, contact at an upward angle, eyes on pickleball** (NASPE 1, 2, 5), (EALR 1.1, 1.3, 3.3, 3.4)

B: Teacher:

2. Equipment: (30 students)

1. 32 pickleball paddles
2. 32 pickleballs
3. 10 pieces of tape (for marker [9 feet high] on wall)
4. 8 pickleball nets
5. 8 pickleball courts
6. 15 Cones (5, 10, 15 feet markers & instant activity boundaries)
7. CD Player
8. CD
9. 150 ft of wall space
10. 15 jerseys (instant activity)
11. 8 bean bags (instant activity)

<p>Instant Activity: “Capture the Flag” The class will be divided into two teams. (Teacher randomly decides how to pick teams) The objective of the game is to get all of the beanbags onto one side. Once a student crosses the centerline the student can be tagged and sent back to their own side. The first one to get all the beanbags to one side wins. Play only for four minutes (may not finish the game). (See diagram for activity layout)</p>			
<p>Set Induction: Who here knows what the McDonald’s golden arches look like? Today, the trajectory of our pickleballs will be the same shape as those arches because we are going to work on the forehand lob.</p>			
MAF/Instructional	Extensions	Refinements	Applications
<p>Informing Task: When I say go, get a paddle and a pickleball and spread out 5 feet from the wall at the cones that marks 5 feet. Strike the pickleball above the 9-foot marker on the wall using the forehand lob. (Teacher demonstration)</p>			
<ul style="list-style-type: none"> • Add music • Equipment spread out along wall. • Reemphasize the importance of safety. • Cones need to be placed 5, 10, and 15 feet away from the wall. • Tape needs to be along the wall 9 feet high. • Demonstrate any task that is unclear to students. 	<p>Step back to the cone that marks 10 feet and strike the pickleball above the 9-foot marker on the wall using the forehand lob.</p>	<p>See cue reference page at end of lesson.</p> <ul style="list-style-type: none"> • Make contact with the ball at an upward angle. • Make sure to have your side to target. 	<p>See how many consecutive times in a row you can strike the pickleball above the 9-foot marker.</p>
<ul style="list-style-type: none"> • Good time to check understanding of the cues for the forehand lob. 	<p>Step back to the cone that marks 15 feet and strike the pickleball above the 9-foot marker on the wall using the forehand lob.</p>	<ul style="list-style-type: none"> • Make contact with the ball at an upward angle. • Make sure to have your side to target. 	
<p>Informing Task: When I say go, I want you to find a partner and go to a court and have your partner stand on the other side of the net as you and toss the pickleball to your forehand side. Return the toss with your forehand lob.</p>			
<ul style="list-style-type: none"> • Make this a game by having the partner who is working on the forehand lob keep track of his or her own score. They score 3 points for striking the pickleball over the net and in bounds, 2 points for striking the pickleball over the net and not inbounds, and 1 point 	<p>This time switch positions so you are tossing the pickleball across the net for your partner.</p>	<ul style="list-style-type: none"> • Make contact with the ball at an upward angle. • Make sure to have your side to target. 	

for making contact with the pickleball that doesn't go over the net. Each partner gets 10 attempts, then add up score.			
<ul style="list-style-type: none"> Find out the results of the application and keep that in mind for pinpointing. Use intra-task variation if needed. "Have students who are either struggling or excelling perform easier or harder tasks". 	This time when you strike the pickleball using the forehand lob, strike the pickleball so it lands deep and towards the left side of the court.	<ul style="list-style-type: none"> Keep your eyes on the ball. 	See if you can strike the pickleball 7 of 10 in bounds, deep, and towards the left side of the court.
<ul style="list-style-type: none"> Good time for pinpointing. Pinpoint at least two students at a time. Pinpointing is having two or more students demonstrate a specific task. Choose students that are performing the task correctly. 	This time switch positions so you are tossing the pickleball across the net for your partner.	<ul style="list-style-type: none"> Keep your eyes on the ball. 	
<ul style="list-style-type: none"> Walk around and give feedback during practice time. Try to give feedback to every student at least once throughout the class time. Review the boundaries for playing a doubles game to refresh their memories from previous lessons. 	This time when you strike the pickleball using the forehand lob, strike the pickleball so it lands deep and towards the right side of the court.	<ul style="list-style-type: none"> Keep your eyes on the ball. Make sure to have your side to target. 	See if you can strike the pickleball 8 of 10 in bounds, deep, and towards the right side of the court.
<ul style="list-style-type: none"> Good time to check understanding of the cues for the forehand lob. 	This time switch positions so you are tossing the pickleball across the net for your partner.	<ul style="list-style-type: none"> Keep your eyes on the ball. Make sure to have your side to target. 	
	This time from the non-volley zone line, strike the pickleball using the forehand lob so the	<ul style="list-style-type: none"> Keep your eyes on the ball. Make sure to have your 	See how many consecutive times in a row you can place the pickleball within 2 feet of

	pickleball lands deep and towards the left side of the court.	side to target.	the baseline.
	This time switch positions so you are tossing the pickleball across the net for your partner.	<ul style="list-style-type: none"> • Keep your eyes on the ball. • Make sure to have your side to target. 	
	This time from the non-volley zone line, strike the pickleball using the forehand lob so the pickleball lands deep and towards the right side of the court.	<ul style="list-style-type: none"> • Make sure to have your side to target. • Make contact with the ball at an upward angle. 	See how many consecutive times in a row you can place the pickleball within 3 feet of the baseline and sideline.
	This time switch positions so you are tossing the pickleball across the net for your partner.	<ul style="list-style-type: none"> • Make sure to have your side to target. • Make contact with the ball at an upward angle. 	
<p>Closure/Assessment:</p> <ul style="list-style-type: none"> • Reemphasize what is important in learning the forehand lob. • Have students demonstrate (for their partner) the forehand lob by striking the pickleball (from the non-volley line) over the net and in bounds using correct technique. Their partner will toss the pickleball from other side of court. • Demonstrate (the teacher) correct and incorrect way to hit a forehand lob and have students differentiate between the two. When students differentiate between the correct and incorrect way to hit a forehand lob, have them raise their right hand if they think it is correct, and have them raise their left hand when they think it is incorrect. 			

Cue Reference Page (Forehand Lob)

Contact At An Upward Angle

- When you contact the pickleball, have your paddle at a 45-degree angle from the floor.

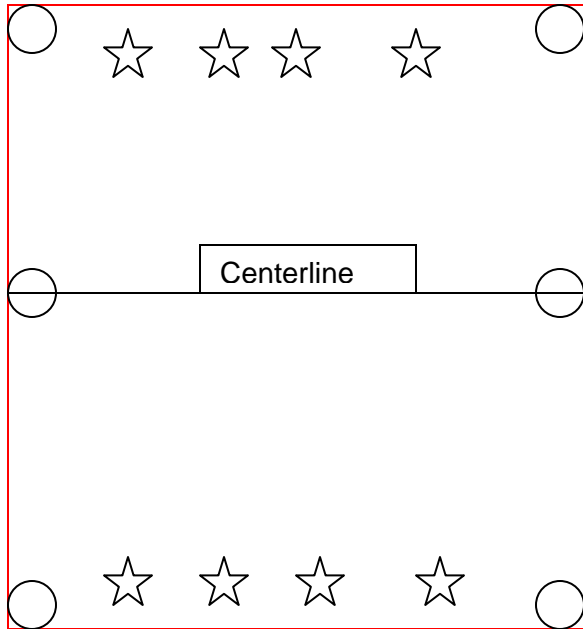
Follow Through To Opposite Shoulder

- After following through to your opposite shoulder you should end up looking like you are trying to hug yourself with one arm.

Side To Target

- Point your shoulder towards your target.

“Capture The Flag”



= Cone



= Beanbag

Physical Education
Pickleball: Forehand Lob
Lesson #17

1. Objectives:

A: Student: By the end of class, students will be able to strike the pickleball from middle court, over the net and in bounds 5 of 8 times using correct technique for the forehand lob.

Correct technique = **side to target, contact at an upward angle, eyes on pickleball** (NASPE 1, 2, 5), (EALR 1.1, 1.3, 3.3, 3.4)

B: Teacher:

2. Equipment: (30 students)

1. 32 pickleball paddles
2. 32 pickleballs
3. 10 pieces of tape (for marker [9 feet high] on wall)
4. 8 pickleball nets
5. 8 pickleball courts
6. 9 Cones (5, 10, 15 feet markers)
7. CD Player
8. CD
9. 150 ft of wall space

Instant Activity: "Practice shots" (Have the students strike 15 forehand lob shots (from each marker) against the wall from the 5, 10, and 15 foot markers). (Markers are the cones).			
Set Induction: Who here knows the importance of the forehand lob? (Pause and if student knows, let them answer). The importance of the forehand lob is to get the pickleball over your opponent's head when your opponent is playing the net.			
MAF/Instructional	Extensions	Refinements	Applications
Informing Task: When I say go, get a paddle, pickleball, find a partner and go to a court and have your partner tossing, from the opposite side of the net as you, while you return the toss from the baseline using the forehand lob. Strike the pickleball towards the middle of the court and as deep as possible. (Teacher demonstration).			
<ul style="list-style-type: none"> • Add music • Have instant activity written on the board so the students can get started right away. • Equipment spread out along wall. • Reemphasize the importance of safety. • Cones need to be placed 5, 10, and 15 feet away from the wall. • Tape needs to be along the wall 9 feet high. • Good time to check understanding of the cues for the forehand lob. • Demonstrate any task that is unclear to students. 	This time switch positions to you are tossing the pickleball across the net for your partner.	See cue reference page at end of lesson. <ul style="list-style-type: none"> • Keep your eyes on the pickleball. 	See how many times in a row you can strike the pickleball in bounds using your forehand lob.
	This time have your partner tossing while you return the toss using the forehand lob from the baseline. Strike the pickleball towards the right side of the court and as deep as possible.	<ul style="list-style-type: none"> • Make contact with the ball at an upward angle. • Make sure to have your side to target. 	
<ul style="list-style-type: none"> • Good time for pinpointing. Pinpoint at least two students at a time. Pinpointing is having two or 	This time switch positions to you are tossing the pickleball across the net for your partner.	<ul style="list-style-type: none"> • Make contact with the ball at an upward angle. • Make sure to have your 	

<p>more students demonstrate a specific task. Choose students that are performing the task correctly.</p> <ul style="list-style-type: none"> Walk around and give feedback during practice time. Try to give feedback to every student at least once throughout the class time. 		<p>side to target.</p>	
<ul style="list-style-type: none"> Use intra-task variation if needed. "Have students who are either struggling or excelling perform easier or harder tasks". 	<p>This time have your partner tossing while you return the toss using the forehand lob from the baseline. Strike the pickleball towards the left side of the court and as deep as possible.</p>	<ul style="list-style-type: none"> Make contact with the ball at an upward angle. Make sure to have your side to target. 	<p>See how many times out of 15 attempts you can strike the pickleball within 3 feet of the baseline and sideline.</p>
<ul style="list-style-type: none"> Good time to check understanding of the cues for the forehand lob. 	<p>This time switch positions to you are tossing the pickleball across the net for your partner.</p>	<ul style="list-style-type: none"> Make contact with the ball at an upward angle. Make sure to have your side to target. 	
<ul style="list-style-type: none"> Make this a competition between partners. Have them play a game of modified pickleball for the next 5 minutes. The only way they can score is by using the forehand lob. 	<p>This time rally with your partner using only the forehand lob.</p>	<ul style="list-style-type: none"> Make contact with the ball at an upward angle. Keep your eyes on the pickleball. 	<p>See how many times you and your partner can rally back and forth using only the forehand lob.</p>
<ul style="list-style-type: none"> This task will help the students understand when to use the forehand lob (when their opponent is at the net). 	<p>This time rally back and forth and alternate which partner comes to the net so the other partner can practice the forehand lob. Recover and alternate.</p>	<ul style="list-style-type: none"> Make contact with the ball at an upward angle. Keep your eyes on the pickleball. 	

Closure/Assessment:

- Have the students demonstrate (for their partner) striking the pickleball, from middle court, over the net and in bounds 5 of 8 times using correct technique for the forehand lob.
- Reemphasize what is important in learning the forehand lob (**side to target, contact at an upward angle, eyes on pickleball**) and when to use the forehand lob (when opponent is at the net).

Cue Reference Page (Forehand Lob)

Contact At An Upward Angle

- When you contact the pickleball, have your paddle at a 45-degree angle from the floor.

Follow Through To Opposite Shoulder

- After following through to your opposite shoulder you should end up looking like you are trying to hug yourself with one arm.

Side To Target

- Point your shoulder towards your target.

Physical Education
Pickleball: Forehand Lob
Lesson #18

1. Objectives:

A: Student: By the end of class, students will be able to demonstrate 7 of the 10 task cards using correct technique for the forehand lob.

Correct technique = **side to target, contact at an upper angle, eye on pickleball** (NASPE 1), (EALR 1.1)

B: Teacher:

2. Equipment: (30 students)

1. 32 pickleball paddles
2. 64 pickleballs
3. 8 pickleball nets
4. 8 pickleball courts
5. 10 task sheets
6. 10 pieces of tape (for marker [9 feet high] on wall)
7. 9 cones (for 5, 10, & 15 feet markers)
8. 1 roll electrical tape (markers for baseline and sideline targets)
9. CD player
10. CD
11. 150 ft of wall space

3. Content Development: See task sheets (#5).

Physical Education
Pickleball: Knowledge/Skill Assessment 2
Lesson #19

1. Objectives:

A: Student: By the end of class, all students will have taken a knowledge and skill assessment.
(NASPE 1, 2, 6), (EALR 1.1, 1.3)

B: Teacher:

2. Equipment: (30 students)

1. 32 test sheets
2. 32 pencils
3. 32 pickleball paddles
4. 64 pickleballs
5. 8 pickleball nets
6. 8 pickleball courts
7. CD player
8. CD

Instant Activity: "Practice Shots" Have the student's practice their drive serve and lob serve with a partner for 4 minutes.

MAF/Instructional	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Have the instant activity written on the board so the students can start right away. • Have the students spread out in the gym and hand the students their written test along with pencils. • Answer any appropriate question referring to the test. <ul style="list-style-type: none"> • Once students are done have them get a pickleball paddle and pickleball and practice any of the shots they have learned since the last test (drive serve, lob serve, forehand lob) with a partner. Challenge the students with an application. See applications. 		<p style="text-align: center;">Drive Serve</p> <ul style="list-style-type: none"> • Keep your knees bent. • Make sure to have your side to target. • Be sure to follow through to opposite shoulder. <p style="text-align: center;">Lob Serve</p> <ul style="list-style-type: none"> • Keep your knees bent. • Make sure to have your side to target. • Be sure to follow through to opposite shoulder. <p style="text-align: center;">Forehand Lob</p> <ul style="list-style-type: none"> • Keep your eyes on the ball. • Make contact with the ball at an upward angle. • Make sure to have your side to target. 	<ul style="list-style-type: none"> • See if you can strike a drive serve in bounds 3 of 5 times. • See how many lob serves in a row you can strike in bounds. • With your partner, see how many times in a row you can rally the pickleball using the forehand lob. • With your partner, see if you can rally the pickleball 25 times continuously using only the forehand lob.

<ul style="list-style-type: none">• Have students (two at a time) perform in front of the teacher (criterion test), by performing the drive serve, lob serve, and forehand lob.• The teacher will have the students demonstrate three drive serves, lob serves, and forehand lobs.• When performing the forehand lob the student's partner will toss them the pickleball from the other side of the net.• The teacher is watching for our cues (knees bent, side to target, follow through to opposite shoulder, contact at upward angle, eyes on pickleball).• The assessment is broken up into always, sometimes, and never. This will be graded for each cue.• There are sample grade sheets attached. The actual grade sheets that will be used are in skill assessment section.			
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Knowledge Assessment #2 (answers in bold) (10 points possible)

#1. What are three cues we have covered for the forehand lob? (3 points)

Eyes on pickleball, side to target, contact at an upward angle.

#2. True/False: Knees bent is a cue for the lob serve (1 point)

True

#3. In singles play, you have a score of three, which side of the court should you be serving from? (2 points)

You should be serving from the left service court.

#4. Name three cues for the drive serve. (3 points)

Knees bent, side to target, follow through to opposite shoulder.

#5. When serving, how many feet can you have in the service court? (1 point)

One

Skills Assessment #2 (drive serve) (9 points possible)

Cue: **Side to target (3 points possible)**

Student name	Always (3 points)	Sometimes (2 points)	Never (1 point)

Cue: **Knees bent (3 points possible)**

Student name	Always (3 points)	Sometimes (2 points)	Never (1 point)

Cue: **Follow through to opposite shoulder (3 points possible)**

Student name	Always (3 points)	Sometimes (2 points)	Never (1 point)

Skills Assessment #2 (lob serve) (9 points possible)

Cue: **Side to target (3 points possible)**

Student name	Always (3 points)	Sometimes (2 points)	Never (1 point)

Cue: **Knees bent (3 points possible)**

Student name	Always (3 points)	Sometimes (2 points)	Never (1 point)

Cue: **Follow through to opposite shoulder (3 points possible)**

Student name	Always (3 points)	Sometimes (2 points)	Never (1 point)

Skills Assessment #2 (forehand lob) (9 points possible)

Cues: **Side to target**

Student name	Always (3 points)	Sometimes (2 points)	Never (1 point)

Cue: Contact at an upward angle

Student name	Always (3 points)	Sometimes (2 points)	Never (1 point)

Cue: Eyes on pickleball

Student name	Always (3 points)	Sometimes (2 points)	Never (1 point)

Physical Education
Pickleball: Backhand Lob
Lesson #20

1. Objectives:

A: Student: By the end of class, students will be able to demonstrate the backhand lob by striking the pickleball over the net and in bounds using correct technique.

Correct technique = **side to target, contact at an upward angle, eyes on pickleball**
(NASPE 1, 2, 5), (EALR 1.1, 1.3, 3.3, 3.4)

B: Teacher:

2. Equipment: (30 students)

1. 32 pickleball paddles
2. 32 pickleballs
3. 10 pieces of tape (for marker [9 feet high] on wall)
4. 8 pickleball nets
5. 8 pickleball courts
6. 13 Cones (5, 10, 15 feet markers & instant activity boundaries)
7. CD Player
8. CD
9. 150 ft of wall space

Instant Activity: “Sharks Lurk” Two students start out in the middle of the playing area and are the sharks. (Teacher randomly selects the first two sharks). The rest of the class lines up on the end line and tries to get to the opposite end line without going outside of the boundaries. If students go outside of the boundaries they will become a shark. Also, when the sharks tag a student he/she becomes a shark. Eventually everyone will become a shark. (See diagram for activity layout).

Set Induction: Today we are going to be working on one of the hardest shots in pickleball. This is the backhand lob shot. Once you master this shot, you will be ready to play with the best pickleball has to offer.

MAF/Instructional	Extensions	Refinements	Applications
<p>Informing Task: When I say go, get a paddle and a pickleball and spread out 5 feet from the wall at the cones that marks 5 feet. Strike the pickleball above the 9-foot marker on the wall using the backhand lob. (Teacher demonstration)</p>			
<ul style="list-style-type: none"> • Add music • Equipment spread out along wall. • Reemphasize the importance of safety. • Cones need to be placed 5, 10, and 15 feet away from the wall. • Tape needs to be along the wall 9 feet high. • Demonstrate any task that is unclear to students. 	<p>Step back to the cone that marks 10 feet and strike the pickleball above the 9-foot marker on the wall using the backhand lob.</p>	<p>See cue reference page at end of lesson.</p> <ul style="list-style-type: none"> • Make contact with the ball at an upward angle. • Make sure to have your side to target. 	<p>See how many consecutive times in a row you can strike the pickleball above the 9-foot marker.</p>
<ul style="list-style-type: none"> • Good time to check understanding of the cues for the backhand lob. 	<p>Step back to the cone that marks 15 feet and strike the pickleball above the 9-foot marker on the wall using the backhand lob.</p>	<ul style="list-style-type: none"> • Make contact with the ball at an upward angle. • Make sure to have your side to target. 	
<p>Informing Task: When I say go, I want you to find a partner and go to a court and have your partner stand on the other side of the net as you and toss the pickleball to your backhand side. Return the toss with your backhand lob.</p>			
<ul style="list-style-type: none"> • Make this a game by having the partner who is working on the backhand lob keep track of his or her own score. They score 3 points for striking the pickleball over the net and in bounds, 2 points for striking the pickleball over the net and not inbounds, 	<p>This time switch positions so you are tossing the pickleball across the net for your partner.</p>	<ul style="list-style-type: none"> • Keep your eyes on the ball. 	

and 1 point for making contact with the pickleball that doesn't go over the net. Each partner gets 10 attempts, then add up score.			
<ul style="list-style-type: none"> Find out the results of the application and keep that in mind for pinpointing. Use intra-task variation if needed. "Have students who are either struggling or excelling perform easier or harder tasks". 	This time when you strike the pickleball using the backhand lob, strike the pickleball so it lands deep and towards the left side of the court.	<ul style="list-style-type: none"> Keep your eyes on the ball. Make sure to have your side to target. 	See if you can strike the pickleball 6 of 10 in bounds, deep, and towards the left side of the court using your backhand lob.
<ul style="list-style-type: none"> Good time for pinpointing. Pinpoint at least two students at a time. Pinpointing is having two or more students demonstrate a specific task. Choose students that are performing the task correctly. 	This time switch positions so you are tossing the pickleball across the net for your partner.	<ul style="list-style-type: none"> Keep your eyes on the ball. Make sure to have your side to target. 	
<ul style="list-style-type: none"> Walk around and give feedback during practice time. Try to give feedback to every student at least once throughout the class time. Review the boundaries for playing a doubles game to refresh their memories from previous lessons. 	This time when you strike the pickleball using the backhand lob, strike the pickleball so it lands deep and towards the right side of the court.	<ul style="list-style-type: none"> Make contact with the ball at an upward angle. Make sure to have your side to target. 	See if you can strike the pickleball 5 of 9 times in bounds, deep, and towards the right side of the court.
<ul style="list-style-type: none"> Good time to check understanding of the cues for the backhand lob. 	This time switch positions so you are tossing the pickleball across the net for your partner.	<ul style="list-style-type: none"> Make contact with the ball at an upward angle. Make sure to have your side to target. 	
	This time from the non-volley zone line, strike the pickleball	<ul style="list-style-type: none"> Make sure to have your side to target. 	See how many consecutive times in a row you can place

	using the backhand lob so the pickleball lands deep and towards the left side of the court.		the pickleball within 3 feet of the baseline.
	This time switch positions so you are tossing the pickleball across the net for your partner.	<ul style="list-style-type: none"> • Make sure to have your side to target. 	
	This time from the non-volley zone line, strike the pickleball using the backhand lob so the pickleball lands deep and towards the right side of the court.	<ul style="list-style-type: none"> • Make sure to have your side to target. • Make contact with the ball at an upward angle. 	See how many consecutive times in a row you can place the pickleball within 3 feet of the baseline and sideline.
	This time switch positions so you are tossing the pickleball across the net for your partner.	<ul style="list-style-type: none"> • Make sure to have your side to target. • Make contact with the ball at an upward angle. 	
<p>Closure/Assessment:</p> <ul style="list-style-type: none"> • Reemphasize what is important in learning the backhand lob. • Have students demonstrate (for their partner) the backhand lob by striking the pickleball (from the non-volley line) over the net and in bounds using correct technique. Their partner will toss the pickleball from other side of court. • Demonstrate (the teacher) correct and incorrect ways to hit a backhand lob and have students differentiate between the two. When students differentiate between the correct and incorrect way to hit a backhand lob, have them raise their right hand if they think it is correct, and have them raise their left hand when they think it is incorrect. 			

Cue Reference Page (Backhand Lob)

Contact At An Upward Angle

- When you contact the pickleball, have your paddle at a 45-degree angle from the floor.

Eyes On Pickleball

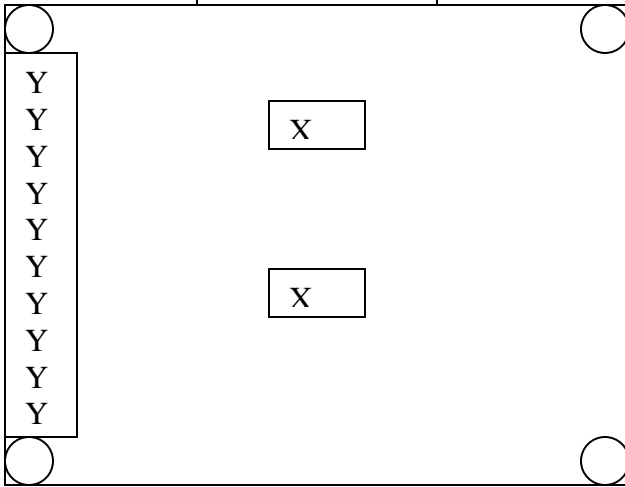
- Watch the pickleball all the way to your paddle.

Side To Target

- Point your shoulder towards your target.

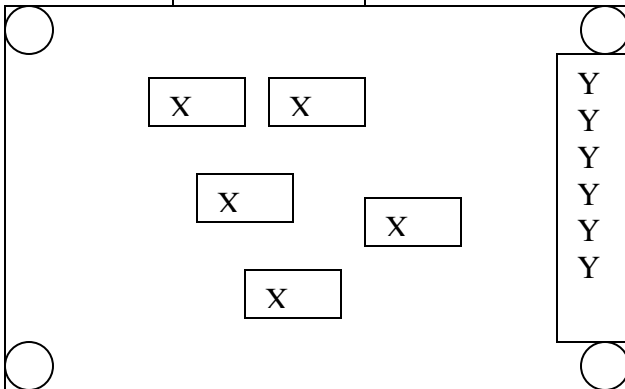
“Sharks Lurk”

Figure 1



X = Sharks
Y = Students
O = Cones

Figure 2



Physical Education
Pickleball: Backhand Lob
Lesson #21

1. Objectives:

A: Student: By the end of class, students will be able to strike the pickleball from middle court, over the net and in bounds 5 of 8 times using correct technique for the backhand lob.

Correct technique = **side to target, contact at an upward angle, eyes on pickleball** (NASPE 1, 2, 5), (EALR 1.1, 1.3, 3.3, 3.4)

B: Teacher:

2. Equipment: (30 students)

1. 32 pickleball paddles
2. 32 pickleballs
3. 10 pieces of tape (for marker [9 feet high] on wall)
4. 8 pickleball nets
5. 8 pickleball courts
6. 9 Cones (5, 10, 15 feet markers)
7. CD Player
8. CD
9. 150 ft of wall space

Instant Activity: "Practice shots" (Have the students strike 10 backhand lob shots (from each marker) against the wall from the 5, 10, and 15 foot markers). (Markers are the cones).			
Set Induction: Last weekend I was watching E.S.P.N. and the world pickleball championships were on. There were some phenomenal players playing pickleball. The guy that ended up winning, won with his backhand lob. The final shot of the tournament was his backhand lob, which ended up winning him \$250,000.			
MAF/Instructional	Extensions	Refinements	Applications
Informing Task: When I say go, get a paddle, pickleball, find a partner and go to a court and have your partner tossing, from the opposite side of the net as you, while you return the toss from the baseline using the backhand lob. Strike the pickleball towards the middle of the court and as deep as possible. (Teacher demonstration).			
<ul style="list-style-type: none"> • Add music • Have instant activity written on the board so the students can get started right away. • Equipment spread out along wall. • Reemphasize the importance of safety. • Cones need to be placed 5, 10, and 15 feet away from the wall. • Tape needs to be along the wall 9 feet high. • Good time to check for understanding of the cues for the backhand lob. • Demonstrate any task that is unclear to students. 	This time switch positions to you are tossing the pickleball across the net for your partner.	<p>See cue reference page at end of lesson.</p> <ul style="list-style-type: none"> • Make sure to have your side to target. 	See how many times in a row you can strike the pickleball in bounds using your backhand lob.
	This time have your partner tossing while you return the toss using the backhand lob from the baseline. Strike the pickleball towards the right side of the court and as deep as possible.	<ul style="list-style-type: none"> • Make sure to have your side to target. • Make contact with the ball at an upward angle. 	
<ul style="list-style-type: none"> • Good time for pinpointing. Pinpoint at least two students at a time. 	This time switch positions to you are tossing the pickleball across the net for your partner.	<ul style="list-style-type: none"> • Make sure to have your side to target. 	

<p>Pinpointing is having two or more students demonstrate a specific task. Choose students that are performing the task correctly.</p> <ul style="list-style-type: none"> Walk around and give feedback during practice time. Try to give feedback to every student at least once throughout the class time. 		<ul style="list-style-type: none"> Make contact with the ball at an upward angle. 	
<ul style="list-style-type: none"> Use intra-task variation if needed. "Have students who are either struggling or excelling perform easier or harder tasks". 	<p>This time have your partner tossing while you return the toss using the backhand lob from the baseline. Strike the pickleball towards the left side of the court and as deep as possible.</p>	<ul style="list-style-type: none"> Make sure to have your side to target. Keep your eyes on the ball. 	<p>See how many times out of 15 attempts you can strike the pickleball within 3 feet of the baseline and sideline using your backhand lob.</p>
<ul style="list-style-type: none"> Good time to check understanding of the cues for the backhand lob. 	<p>This time switch positions to you are tossing the pickleball across the net for your partner.</p>	<ul style="list-style-type: none"> Make sure to have your side to target. Keep your eyes on the ball. 	
<ul style="list-style-type: none"> Make this a competition between partners. Have them play a game of modified pickleball for the next 5 minutes. The only way they can score is by using the backhand lob. 	<p>This time rally with your partner using only the backhand lob.</p>	<ul style="list-style-type: none"> Keep your eyes on the ball. 	<p>See how many times you and your partner can rally back and forth using only the backhand lob.</p>
<ul style="list-style-type: none"> This task will help the students understand when to use the backhand lob (when their opponent is at the net). 	<p>This time rally back and forth and alternate which partner comes to the net so the other partner can practice the backhand lob. Recover and alternate.</p>	<ul style="list-style-type: none"> Make sure to have your side to target. Make contact with the ball at an upward angle. 	

Closure/Assessment:

- Have the students demonstrate (for their partner) striking the pickleball, from middle court, over the net and in bounds 5 of 8 times using correct technique for the backhand lob.
- Reemphasize what is important in learning the backhand lob (**side to target, contact at an upward angle, eye on pickleball**) and when to use the backhand lob (when opponent is at the net).

Cue Reference Page (Backhand Lob)

Contact At An Upward Angle

- When you contact the pickleball, have your paddle at a 45-degree angle from the floor.

Eyes On Pickleball

- Watch the pickleball all the way to your paddle.

Side To Target

- Point your shoulder towards your target.

Physical Education
Pickleball: Backhand Lob
Lesson #22

1. Objectives:

A: Student: By the end of class, students will be able to demonstrate 7 of the 10 task cards using correct technique of the backhand lob.

Correct technique = **side to target, contact at an upper angle, eye on pickleball** (NASPE 1), (EALR 1.1)

B: Teacher:

2. Equipment: (30 students)

1. 32 pickleball paddles
2. 64 pickleballs
3. 8 pickleball nets
4. 8 pickleball courts
5. 10 task sheets
6. 10 pieces of tape (for marker [9 feet high] on wall)
7. 9 cones (for 5, 10, & 15 feet markers)
8. 1 roll electrical tape (markers for baseline and sideline targets)
9. CD player
10. CD
11. 150 ft of wall space

3. Content Development: See task sheets (#6).

Physical Education
Pickleball: Matchplay
Lesson #23

1. Objectives:

A: Student: By the end of class, students will demonstrate their skills in competition.
(NASPE 1, 2, 5, 6), (EALR 1.1, 1.3, 3.3, 3.4)

B: Teacher:

2. Equipment: (30 students)

1. 20 pickleballs
2. 32 pickleball paddles
3. 8 pickleball nets
4. 8 pickleball courts
5. CD player
6. CD

Instant Activity: “Practice Shots” Have students practice any shot we have covered (forehand/backhand drive, drive/lob serve, and forehand/backhand lob) with a partner by rallying across the net. Do this for 4 minutes.

Set Induction: After we have covered skills like forehand/backhand drive, drive/lob serve, and forehand/backhand lob we are going to apply your skills you have learned into competition. We are going to play modified games of pickleball today.

MAF/Instructional	Extensions	Refinements	Applications
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Informing Task: When I say go, begin playing your partner in a game of modified pickleball. The only shot you are able to score with is the forehand drive.

<ul style="list-style-type: none"> • Add music • Each game will be about six minutes long. • The court will be played on only one half of the court due to space. • After each game, have students rotate one half court to the right (this way each game will be against a new opponent). • Demonstrate any skill that is unclear to students. 	<p>For this game, the only shot that you are able to score with is the backhand drive.</p>	<p style="text-align: center;">Backhand Drive</p> <ul style="list-style-type: none"> • Make sure to have your side to target. • Be sure to follow through across body. • Remember to shake hands with the paddle. 	
<ul style="list-style-type: none"> • Have the students review the cues for the forehand and backhand drive (shake hands, side to target, follow through). 	<p>For this game, the only shots that you are able to score with are the forehand and/or backhand drive.</p>	<p style="text-align: center;">Forehand Drive</p> <ul style="list-style-type: none"> • Make sure to have your side to target. • Be sure to follow through across body. • Remember to shake hands with the paddle. <p style="text-align: center;">Backhand Drive</p> <ul style="list-style-type: none"> • Make sure to have your side to target. • Be sure to follow through across body. • Remember to shake hands with the paddle. 	
<ul style="list-style-type: none"> • For every game played, the drive serve and lob serve are fair game. 	<p>For this game, the only shot that you are able to score with is the forehand lob.</p>	<p style="text-align: center;">Forehand Lob</p> <ul style="list-style-type: none"> • Keep your eyes on the ball. 	

		<ul style="list-style-type: none"> • Make contact with the ball at an upward angle. • Make sure to have your side to target. 	
	For this game, the only shot that you are able to score with is the backhand lob.	<p style="text-align: center;">Backhand Lob</p> <ul style="list-style-type: none"> • Keep your eyes on the ball. • Make contact with the ball at an upward angle. • Make sure to have your side to target. 	
<ul style="list-style-type: none"> • Have students review the cues for the forehand and backhand drive (side to target, contact at an upper angle, and eyes on ball). 	For this game, the only shots that you are able to score with are the forehand and backhand lob.	<p style="text-align: center;">Forehand Lob</p> <ul style="list-style-type: none"> • Keep your eyes on the ball. • Make contact with the ball at an upward angle. • Make sure to have your side to target. <p style="text-align: center;">Backhand Lob</p> <ul style="list-style-type: none"> • Keep your eyes on the ball. • Make contact with the ball at an upward angle. • Make sure to have your side to target. 	
<p>Closure/Assessment:</p> <ul style="list-style-type: none"> • Reemphasize the cues for forehand/backhand drive and forehand/backhand lob. 			

Physical Education
Pickleball: Smash
Lesson #24

1. Objectives:

A: Student: By the end of class, students will be able to demonstrate correct technique for a smash.
Correct technique = **follow through to opposite knee, eyes on the ball, contact above head.**
(NASPE 1, 2, 5), (EALR 1.1, 1.3, 3.3, 3.4)

B: Teacher:

2. Equipment: (30 students)

1. 64 pickleballs
2. 32 pickleball paddles
3. 32 balloons
4. 8 pickleball nets
5. 8 pickleball courts
6. 16 hoops
7. CD player
8. CD
9. 150 ft of wall space

Instant Activity: “Practice Shots” Have students practice any shot we have covered (forehand/backhand drive, drive/lob serve, forehand/backhand lob) with a partner by rallying across the net. Do this for 4 minutes.

Set Induction: Today we are going to learn the secrets of an exciting shot that happens in pickleball. The smash. This is essential to have in your bag of tricks to help your play in pickleball.

MAF/Instructional	Extensions	Refinements	Applications
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Informing Task: When I say go, go get a paddle, two pickleballs and a balloon and spread out along the wall and begin practicing the smash by striking a balloon against the wall. (Tossing to self). (Teacher demonstration).

<ul style="list-style-type: none"> • Add Music • Students are in self-space spread along the wall. • Have equipment spread out along the wall. • Demonstrate any task that is unclear to students. 	This time use the pickleball to practice the smash by striking the pickleball against the wall. (Tossing to self)	<p>See cue reference page at end of lesson.</p> <ul style="list-style-type: none"> • Keep your eyes on the ball. • Contact above head. 	
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Informing Task: When I say go, find a partner and begin practicing the smash against the wall by having one partner tossing (from the side) the pickleball to the other partner.

<ul style="list-style-type: none"> • Check for understanding of the cues for a smash. • Good time for pinpointing. Pinpoint at least two students at a time. Pinpointing is having two or more students demonstrate a specific task. Choose students that are performing the task correctly. 	This time switch so that the other partner is tossing and the other is smashing.	<ul style="list-style-type: none"> • Keep your eyes on the ball. • Contact above head. 	
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<ul style="list-style-type: none"> • Be sure to remind the students about safety. • Students are in pairs spread along the wall. 	This time practice the smash by having the partner who is tossing from the side, tossing the pickleball high (15 feet).	<ul style="list-style-type: none"> • Keep your eyes on the ball. 	
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<ul style="list-style-type: none"> • Walk around and give feedback during practice time. Try to give feedback to every student at least once throughout the class time. 	This time switch so that the other partner is tossing and the other is smashing.	<ul style="list-style-type: none"> • Keep your eyes on the ball. 	
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Informing Task: When I say go, move into a court with your partner and begin practicing the smash by having one partner tossing from the side and the other smashing from the non-volley line.			
<ul style="list-style-type: none"> Reemphasize the importance of the non-volley zone. Be sure to point out where the non-volley line, mid-court line, and end line are. Students are paired on different sides of the net. (Four students to a court, two sets of pairs). 	Switch so that the other partner is tossing and the other is smashing from the non-volley line.	<ul style="list-style-type: none"> Be sure to follow through to opposite knee. Contact above head. 	See how many smashes in a row you can strike that land in bounds from the non-volley line.
<ul style="list-style-type: none"> Use intra-task variation if needed. "Have students who are either struggling or excelling perform easier or harder tasks". Set out a couple of hoops on one side of the net. When the students hit a smash into one of the hoops they will get 5 points. Do this for three minutes. Find out what kinds of scores your students are getting. 	Practice the smash by having one partner tossing from the side but tossing the pickleball high (15 feet) and the other smashing from the non-volley line.	<ul style="list-style-type: none"> Be sure to follow through to opposite knee. Contact above head. 	See how many times in the next minute you can land the pickleball in one of the hoops.
<ul style="list-style-type: none"> Good time for pinpointing (at least two pairs of students). 	This time switch so that one partner is tossing high and the other is smashing from the non-volley line.	<ul style="list-style-type: none"> Be sure to follow through to opposite knee. Contact above head. 	See how many smashes you can that land in bounds in a row.
<ul style="list-style-type: none"> Review all of the rules for serving in both a singles and a doubles game such as: cross-court serving, double bounce rule, and serving and scoring to refresh the student's memory from previous lessons. 	Practice the smash from the mid-court line by having one partner tossing from the side and the other smashing.	<ul style="list-style-type: none"> Be sure to follow through to opposite knee. 	See if you can hit 5 smashes in a row that land in bounds.
<ul style="list-style-type: none"> Check understanding of the 	This time switch so that one	<ul style="list-style-type: none"> Be sure to follow through 	

<p>cues for a smash.</p>	<p>partner is tossing from the side and the other is smashing from the mid-court line.</p>	<p>to opposite knee.</p>	
	<p>Practice the smash from the end line by having one partner tossing from the side and the other smashing.</p>	<ul style="list-style-type: none"> • Be sure to follow through to opposite knee. • Keep your eyes on the ball. 	<p>See if you can hit 5 of 8 smashes that land in bounds.</p>
	<p>This time switch so that one partner is tossing from the side and the other is smashing from the end line.</p>	<ul style="list-style-type: none"> • Be sure to follow through to opposite knee. • Keep your eyes on the ball. 	
<p>Closure/Assessment:</p> <ul style="list-style-type: none"> • Have students demonstrate (for their partner) correct technique for a smash. • Have students tell their partner what the three cues are for a correct technique smash. • Reemphasize what is important in learning the smash. (Follow through to opposite knee, eyes on the ball, contact above head). 			

Cue Reference Page (Smash)

Follow Through To Opposite Knee

- This should look like you are trying to grab your opposite knee. Also, it would look like a pitcher in baseball. When they pitch they follow through so well their arm is all the way down by their knee.

Eyes On Pickleball

- Watch the pickleball all the way to your paddle.

Contact Above Head

- When you smash the ball, you should contact the ball above your head. Your arm should look like you are raising your hand in the classroom. Your elbow should be slightly bent as well.

Physical Education
Pickleball: Smash
Lesson #25

1. Objectives:

A: Student: By the end of class, students will be able to smash the pickleball in bounds from the non-volley line 3 of 5 times using correct technique.

Correct technique = **follow through to opposite knee, eyes on the ball, contact above head.**

(NASPE 1, 2, 5), (EALR 1.1, 1.3, 3.3, 3.4)

B: Teacher:

2. Equipment: (30 students)

1. 64 pickleballs
2. 32 pickleball paddles
3. 32 balloons
4. 8 pickleball nets
5. 8 pickleball courts
6. 16 hoops
7. CD player
8. CD

Instant Activity: “Practice Shots” Have students practice any shot we have covered (forehand/backhand drive, drive/lob serve, forehand/backhand lob, smash) with a partner by rallying across the net. Do this for 4 minutes.			
Set Induction: Yesterday we learned the cues to be a master of the smash. Today we are going to continue to practice the smash to improve your pickleball game.			
MAF/Instructional	Extensions	Refinements	Applications
Informing Task: When I say go, practice the smash by having one partner tossing (high) from one side of the net and the other smashing from the non-volley line. (Teacher demonstration).			
<ul style="list-style-type: none"> • Be sure to remind the students of where the non-volley line, mid-court line, and end line are. • Add music. • Students are paired on different sides of the net. (Four students to a court, two sets of pairs). • Have equipment spread out along the wall. • Have the instant activity written on the board so the students can get started right away. • Each pair of students should have four pickleballs. • Demonstrate any task that is unclear to students. 	<p>This time switch so that the other partner is tossing and the other is smashing from the non-volley line.</p>	<p>See cue reference page at end of lesson.</p> <ul style="list-style-type: none"> • Keep your eyes on the ball. 	<p>From the non-volley line, see how many times in a row you can smash the pickleball so it lands in bounds.</p>
<ul style="list-style-type: none"> • Students are paired on different sides of the net. (Four students to a court, two sets of pairs). • Good time for pinpointing. Pinpoint at least two students at a time. Pinpointing is having two or more students demonstrate a specific task. Choose students that are performing the task 	<p>Practice the smash from the mid-court line by having one partner tossing (high) from one side of the net, and the other smashing from the mid-court line.</p>	<ul style="list-style-type: none"> • Contact above head. • Be sure to follow through to opposite knee. 	

correctly.			
<ul style="list-style-type: none"> Check understanding of the cues for a smash. 	This time switch so that the other partner is tossing and the other is smashing from the mid-court line.	<ul style="list-style-type: none"> Contact above head. Be sure to follow through to opposite knee. 	
	Practice the smash from the end line by having one partner tossing (high) from one side of the net, and the other smashing from the end line.	<ul style="list-style-type: none"> Keep your eyes on the ball. Be sure to follow through to opposite knee. 	See if you can smash 3 of 6 pickleballs in bounds from the end line.
<ul style="list-style-type: none"> Set out a couple of hoops on one side of the net. When the students smash the pickleball into one of the hoops they will receive 5 points. Do this for three minutes. Find out what kind of scores your students are achieve. 	This time switch so that the other partner is tossing and the other is smashing from the end line.	<ul style="list-style-type: none"> Keep your eyes on the ball. Be sure to follow through to opposite knee. 	
<ul style="list-style-type: none"> Walk around and give feedback to several students. Get results from the students on the application. Use this information to know who to pinpoint. 	Practice the smash from the non-volley line by having one partner hitting a forehand/backhand lob from one side of the net and the other smashing from the non-volley line.	<ul style="list-style-type: none"> Keep your eyes on the ball. Contact above head. 	See if you can smash 5 pickleballs in bounds in a row from the non-volley line.
<ul style="list-style-type: none"> Good time to pinpoint (at least two pairs of students). 	This time switch so that the other partner is hitting the forehand/backhand lob and the other is smashing from the non-volley line.	<ul style="list-style-type: none"> Keep your eyes on the ball. Contact above head. 	
<ul style="list-style-type: none"> Check understanding of the cues for a smash. Use intra-task variation if needed. "Have students who are either struggling or excelling perform easier or harder tasks". 	Practice the smash from the mid-court line by having one partner hitting a forehand/backhand lob from one side of the net and the other smashing from the mid-court line.	<ul style="list-style-type: none"> Keep your eyes on the ball. 	In the next minute, see if you can smash 3 pickleballs into one of the hoops.
	This time switch so that the	<ul style="list-style-type: none"> Keep your eyes on the 	

	other partner is striking a forehand/backhand lob and the other is smashing from the mid-court line.	ball.	
<ul style="list-style-type: none"> Get results from the students on the application. 	Practice the smash from the end line by having one partner hitting a forehand/backhand lob and the other is smashing from the end line.	<ul style="list-style-type: none"> Keep your eyes on the ball. Be sure to follow through to opposite knee. 	See if you can smash 5 of 8 pickleballs in bounds from the end line.
<ul style="list-style-type: none"> Have the students use the hoops to get a score again. Find out if the students improved their score from the beginning of class. 	This time switch so that the other partner is hitting a forehand/backhand lob and the other is smashing from the end line.	<ul style="list-style-type: none"> Keep your eyes on the ball. Be sure to follow through to opposite knee. 	
Closure/Assessment: <ul style="list-style-type: none"> Reemphasize the cues for hitting a correct smash (follow through to opposite knee, eyes on the ball, contact above head). Have students demonstrate (for their partner) 3 of 5 smashes, from the non-volley line, in bounds using correct technique. The partner demonstrating will have their partner tossing from the other side of the net. 			

Cue Reference Page (Smash)

Follow Through To Opposite Knee

- This should look like you are trying to grab your opposite knee. Also, it would look like a pitcher in baseball. When they pitch they follow through so well their arm is all the way down by their knee.

Eyes On Pickleball

- Watch the pickleball all the way to your paddle.

Contact Above Head

- When you smash the ball, you should contact the ball above your head. Your arm should look like you are raising your hand in the classroom. Your elbow should be slightly bent as well.

Physical Education
Pickleball: Smash
Lesson #26

1. Objectives:

A: Student: By the end of class, students will be able to demonstrate 7 of the 10 task cards using correct technique for the smash.
Correct technique = **follow through to opposite knee, contact above head, eyes on pickleball** (NASPE 1), (EALR 1.1)

B: Teacher:

2. Equipment: (30 students)

1. 32 pickleball paddles
2. 64 pickleballs
3. 8 pickleball nets
4. 8 pickleball courts
5. 32 balloons
6. 10 task sheets
7. 9 cones (for 5, 10, & 15 feet markers)
8. 1 roll electrical tape (markers for baseline and sideline targets)
9. CD player
10. CD
11. 150 ft of wall space

3. Content Development: See task sheets (#7).

Physical Education
Pickleball: Smash
Lesson #26

1. Objectives:

A: Student: By the end of class, students will be able to demonstrate 7 of the 10 task cards using correct technique for the smash.
Correct technique = **follow through to opposite knee, contact above head, eyes on pickleball** (NASPE 1), (EALR 1.1)

B: Teacher:

2. Equipment: (30 students)

1. 32 pickleball paddles
2. 64 pickleballs
3. 8 pickleball nets
4. 8 pickleball courts
5. 32 balloons
6. 10 task sheets
7. 9 cones (for 5, 10, & 15 feet markers)
8. 1 roll electrical tape (markers for baseline and sideline targets)
9. CD player
10. CD
11. 150 ft of wall space

3. Content Development: See task sheets (#7).

Physical Education
Pickleball: Knowledge/Skill Assessment 3
Lesson #27

1. Objectives:

A: Student: By the end of class, all students will have taken a knowledge and skill assessment.
(NASPE 1, 2, 6), (EALR 1.1, 1.3,)

B: Teacher:

2. Equipment: (30 students)

1. 32 test sheets
2. 32 pencils
3. 32 pickleball paddles
4. 64 pickleballs
5. 8 pickleball nets
6. 8 pickleball courts
7. CD player
8. CD

Instant Activity: "Practice Shots" Have the students practice their smash and backhand lob with a partner on a court for 4 minutes.

MAF/Instructional	Extensions	Refinements	Applications
<ul style="list-style-type: none"> • Have the instant activity written on the board so the students can start right away. • Have equipment spread out along the wall. • Have the students spread out in the gym and hand the students their written test along with pencils. • Answer any appropriate question referring to the test. • Demonstrate any skill that is unclear to students. 			<ul style="list-style-type: none"> • From the non-volley line, see how many times in a row you can smash the pickleball in bounds from your partners toss. • From the mid-court line, see if you can smash the pickleball 5 of 8 times in bounds your partner's toss. • See how many times in a row you and your partner can successfully hit a backhand lob to each other.
<ul style="list-style-type: none"> • Once students are done have them get a pickleball paddle and pickleball and practice any of the shots they have learned since the last test (backhand lob, smash) with a partner. Challenge the students with an application. See applications. 			

<ul style="list-style-type: none">• Have students (two at a time) perform in front of the teacher by performing the backhand lob (criterion test) and the smash (product test).• When performing the backhand lob, students will be in pairs. The partner that is performing will receive a toss from their partner that is on the other side of the net.• For the students to perform the smash, they will have a partner tossing a pickleball, high in the air from the side, so the student performing can smash from the non-volley line.• The teacher will have the students demonstrate three backhand lobs. Then have the students demonstrate eight smashes at the non-volley line from a partners toss.			
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<ul style="list-style-type: none">• The teacher is watching for our cues (follow through to opposite knee, contact above head, side to target, contact at upward angle, eyes on pickleball).• The assessment is broken up into always, sometimes and never for the criterion test, which will be used for the backhand lob. This will be graded for each cue.• For the product test, which will be the smash, the students will perform 8 smashes. 7 smashes in bounds are needed to receive 9 points. 6 = 8 points, 5 = 7 points, 4 = 6 points, 3 = 5 points, 2 = 4 points, 1 = 3 points, and 0 = 0 points.• There are sample grade sheets attached. The actual grade sheets that will be used are in skill assessment section.			
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Knowledge Assessment #3 (answers in bold) (10 points possible)

#1. What are three cues we have covered for the backhand lob? (3 points)

Eyes on pickleball, side to target, contact at an upward angle.

#2. True/False: You should contact the pickleball above your head when performing a smash (1 point)

True

#3. Where is the most effective spot on the court to hit a smash from? (2 points)

Just behind the non-volley zone.

#4. Name three cues for the smash (3 points)

Contact above head, eyes on pickleball, follow through to opposite knee.

#5. True/False: When you are performing a smash from the non-volley line, it is okay to step into the non-volley zone after hitting the smash. (1 point)

False

Skills Assessment #3 (backhand lob) (9 points possible)

Cues: **Side to target (3 points possible)**

Student name	Always (3 points)	Sometimes (2 points)	Never (1 point)

Cue: **Contact at an upward angle (3 points possible)**

Student name	Always (3 points)	Sometimes (2 points)	Never (1 point)

Cue: **Eyes on pickleball (3 points possible)**

Student name	Always (3 points)	Sometimes (2 points)	Never (1 point)

Skills Assessment #3 (Smash) (9 points possible)

Student name	# Of smashes in bounds out of 8 attempts	Points received

- 7-8 = 9 points
- 6 = 8 points
- 5 = 7 points
- 4 = 6 points
- 3 = 5 points
- 2 = 4 points
- 1 = 3 points
- 0 = 0 points

Physical Education
Pickleball: Matchplay
Lesson #28

1. Objectives:

A: Student: By the end of class, students will demonstrate their skills in competition.
(NASPE 1, 2, 5, 6), (EALR 1.1, 1.3, 3.3, 3.4)

B: Teacher:

2. Equipment: (30 students)

1. 20 pickleballs
2. 32 pickleball paddles
3. 8 pickleball nets
4. 8 pickleball courts
5. CD player
6. CD

Instant Activity: “Practice Shots” Have students practice any shot we have covered (forehand/backhand drive, drive/lob serve, forehand/backhand lob, smash) with a partner by rallying across the net. Do this for 4 minutes.			
Set Induction: We are going to play modified games of pickleball today. Since we have added the skill of the smash since our last modified playing day, we are going to add it to our game.			
MAF/Instructional	Extensions	Refinements	Applications
Informing Task: When I say go, begin playing your partner in a game of modified pickleball. The only shots you are able to score with are the forehand and backhand drive.			
<ul style="list-style-type: none"> • Add music • Each game will be about 10 minutes long. • The cues for the skills are listed to the right. Each game will be scored using certain skills. Refer to the cues for that particular skill when necessary. • Check understanding for the cues of the forehand/backhand lob. • The court will be played on only one half of the court due to space. • After each game, have students rotate one half court to the right (this way each game will be against a different opponent). • Demonstrate any skill that is unclear to students. 	For this game, the only shots you are able to score with are the forehand and backhand lob.	<p>Forehand Lob</p> <ul style="list-style-type: none"> • Keep your eyes on the ball. • Make contact with the ball at an upward angle. • Make sure to have your side to target. <p>Backhand Lob</p> <ul style="list-style-type: none"> • Keep your eyes on the ball. • Make contact with the ball at an upward angle. • Make sure to have your side to target. 	
<ul style="list-style-type: none"> • Have the students review the cues for the smash (follow through to opposite knee, eyes on the ball, contact above head). 	For this game, the only shot you are able to score with is the smash.	<p>Smash</p> <ul style="list-style-type: none"> • Be sure to follow through to opposite knee. • Keep your eyes on the ball. • Contact above head. 	
<ul style="list-style-type: none"> • For this game, check understanding for all of the skills listed to the right. 	For this game, all shots that we have learned in the unit are all fair game for scoring.	<p>Forehand Lob</p> <ul style="list-style-type: none"> • Keep your eyes on the ball. 	

Before the students can start this game they must (as a class) be able to tell you all of the cues for all of the skills.

- Make contact with the ball at an **upward angle**.
- Make sure to have your **side to target**.

Backhand Lob

- Keep your **eyes on the ball**.
- Make contact with the ball at an **upward angle**.
- Make sure to have your **side to target**.

Smash

- Be sure to **follow through to opposite knee**.
- Keep your **eyes on the ball**.
- **Contact above head**.

Forehand Drive

- Make sure to have your **side to target**.
- Be sure to **follow through across body**.
- Remember to **shake hands** with the paddle.

Backhand Drive

- Make sure to have your **side to target**.
- Be sure to **follow through across body**.
- Remember to **shake hands** with the paddle.

Serving

- Keep your **knees bent**.
- Make sure to have your

		side to target. <ul style="list-style-type: none">• Be sure to follow through to opposite shoulder.	
Closure/Assessment: <ul style="list-style-type: none">• Reemphasize the cues for the forehand/backhand drive, drive/lob serve, forehand/backhand lob and smash.			

Physical Education
Pickleball: Strategy
Lesson #29

1. Objectives:

A: Student: By the end of class, students will be able to name 3 strategies for pickleball.
(NASPE 1, 2, 5, 6), (EALR 1.1, 1.3, 3.3, 3.4)

B: Teacher:

2. Equipment: (30 students)

1. 64 pickleballs
2. 32 pickleball paddles
3. 8 pickleball nets
4. 8 pickleball courts
5. 16 hoops
6. CD player
7. CD

Instant Activity: “Practice Shots” Have students practice any shot we have covered with a partner by rallying across the net. Do this for 4 minutes.			
Set Induction: Throughout this unit we have gone over skills to make you all better pickleball players. Today we are going to go over strategies of pickleball that will help you succeed against opponents that are exactly equal in skills as you.			
MAF/Instructional	Extensions	Refinements	Applications
Informing Task: When I say go, find a partner and have one partner (from other side of the net) toss the pickleball to you from a deep corner on the court. The tossing partner must “charge” the net after tossing the pickleball over the net. The other partner will return the pickleball using a forehand/backhand drive to the same corner in which the tossing partner is coming from. (Teacher demonstration).			
<ul style="list-style-type: none"> • These extensions are all designed to help students place the pickleball where your opponent is coming from. • Add music. • Students are paired on different sides of the net. (Four students to a court, two sets of pairs). • Demonstrate any strategy that is unclear to students. 	<p>This time switch so one partner is tossing and the other is returning with a forehand/backhand drive to corner where the partner tossed from.</p>	<ul style="list-style-type: none"> • Place the pickleball where your opponent is coming from. 	
<ul style="list-style-type: none"> • Go over the serving rules including: Double bounce rule, serving location, and serving and scoring to refresh the student’s memory from previous lessons. • Good time for pinpointing. Pinpoint at least two students at a time. Pinpointing is having two or more students demonstrate a specific task. Choose students that are performing the task correctly. 	<p>Have one partner serve a drive serve, then “charge the net” and the other partner returns the serve with a forehand/backhand drive to the corner where the partner served.</p>	<ul style="list-style-type: none"> • Place the pickleball where your opponent is coming from. 	<p>See if you can return the pickleball to where your opponent is coming from 5 of 8 times.</p>
<ul style="list-style-type: none"> • Review cues with class for forehand and backhand 	<p>This time switch so the other partner is serving and the other</p>	<ul style="list-style-type: none"> • Place the pickleball where your opponent is 	

<p>drive.</p> <ul style="list-style-type: none"> Students are paired on different sides of the net. (Four students to a court, two sets of pairs). 	<p>is returning with a forehand/backhand drive to the corner where the partner served.</p>	<p>coming from.</p>	
<ul style="list-style-type: none"> The next few extensions are for the partner who returns the serve. Once they return the serve they will learn to charge the net. Get results from the students on the application. 	<p>Have one partner serve a lob serve, then have the other partner return the serve. After returning the serve the returnee should charge the net. Once the other partner hits it back the returnee should smashing at the net.</p>	<ul style="list-style-type: none"> Charge the net. 	<p>After charging the net, See if you can smash three shots in bounds in a row.</p>
<ul style="list-style-type: none"> Good time to pinpoint (at least two pairs of students). 	<p>This time switch so the other partner is serving and the other is returning then charging the net.</p>	<ul style="list-style-type: none"> Charge the net. 	
<ul style="list-style-type: none"> Set out a couple of hoops on one side of the net. When the students hit a smash into one of the hoops they will get 5 points. Do this for three minutes. Find out what kinds of scores your students are getting. 	<p>Have one partner serve a drive serve, then have the other partner return the serve. After returning the serve the returnee should charge the net. Once the other partner hits it back the returnee should be smashing at the net.</p>	<ul style="list-style-type: none"> Charge the net. 	
<ul style="list-style-type: none"> Remember to give feedback to all students throughout the lesson. 	<p>This time switch so the other partner is serving and the other is returning then charging the net.</p>	<ul style="list-style-type: none"> Charge the net. 	
<ul style="list-style-type: none"> The remaining extensions are designed to help students to identify a weakness in their opponent. Once they have identified a weakness, they will learn to utilize their newly learned information. 	<p>Rally with your partner with any shot we have learned for the next two minutes. In this two minutes identify a weakness that your partner has.</p>	<ul style="list-style-type: none"> Identify a weakness. 	<p>See if you can return the pickleball to your opponent's weakness three times in a row.</p>

	Keeping that weakness in mind, one partner should serve, then the other partner practice returning (with any forehand or backhand shot) to their opponent's weakness.	<ul style="list-style-type: none"> • Identify a weakness. 	See if you can return the pickleball to your opponent's weakness 4 of 7 times.
<ul style="list-style-type: none"> • Have students play a game. Have the students keep score for 3 minutes. The only way they can score a point is if they use one of the three strategies. 	Switch so that the other partner is serving and the other is returning to their opponent's weakness.	<ul style="list-style-type: none"> • Identify a weakness. 	
<p>Closure/Assessment:</p> <ul style="list-style-type: none"> • Have students tell their partners what the three strategies are. • Reemphasize the three strategies we have gone over today (Place the pickleball where your opponent is coming from, charge the net, identify a weakness). 			

Physical Education
Pickleball: Matchplay
Lesson #30

1. Objectives:

A: Student: By the end of class, students will demonstrate their skills in competition.
(NASPE 1, 2, 5, 6), (EALR 1.1, 1.3, 3.3, 3.4)

B: Teacher:

2. Equipment: (30 students)

1. 10 pickleballs
2. 32 pickleball paddles
3. 8 pickleball nets
4. 8 pickleball courts
5. CD player
6. CD

Instant Activity: “Sharks Lurk” Two students start out in the middle of the playing area and are the sharks. (Teacher randomly selects the first two sharks). The rest of the class lines up on the end line and tries to get to the opposite end line without going outside of the boundaries. If students go outside of the boundaries they will become a shark. Also, when the sharks tag a student he/she becomes a shark. Eventually everyone will become a shark. (See diagram for activity layout).

Set Induction: Since today is the last day of the unit, we are going to play doubles modified pickleball.

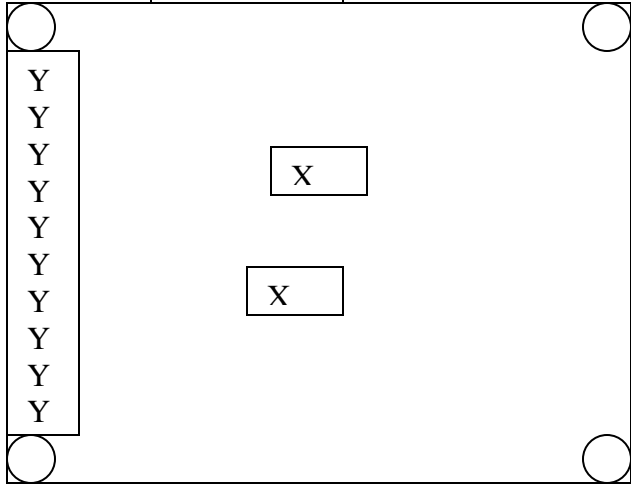
MAF/Instructional	Extensions	Refinements	Applications
Informing Task: When I say go, get a pickleball paddle, partner, and find a spot on a court. Begin playing doubles modified pickleball by having the only ways to score be the forehand drive, backhand drive, forehand lob, and backhand lob.			
<ul style="list-style-type: none"> • Add music • Each game will be about 10 minutes long. • Distribute a pickleball to each court. • After each game have students rotate one half court to the right (this way each game will be with a new partner and against a different team). • Demonstrate any skill that is unclear to students. 	<p>For this game, the only shot you are able to score with is the smash.</p>	<p style="text-align: center;">Smash</p> <ul style="list-style-type: none"> • Be sure to follow through to opposite knee. • Keep your eyes on the ball. • Contact above head. 	
<ul style="list-style-type: none"> • Review the three strategies we covered (place the pickleball where your opponent is coming from, charge the net, identify a weakness). 	<p>For this game, the only way to score is to use one of the three strategies we learned.</p>	<p style="text-align: center;">Strategies</p> <ul style="list-style-type: none"> • Place the pickleball where your opponent is coming from. • Charge the net. • Identify a weakness. 	
	<p>For this game, all skills that we have learned in the unit are all fair game for scoring.</p>	<p style="text-align: center;">Skills Learned</p> <ul style="list-style-type: none"> • Forehand Drive • Backhand Drive • Drive Serve • Lob Serve • Forehand Lob • Backhand Lob • Smash 	

Closure/Assessment:

- Review which skills we learned throughout the unit (forehand/backhand drive, drive/lob serve, forehand/backhand lob, smash).

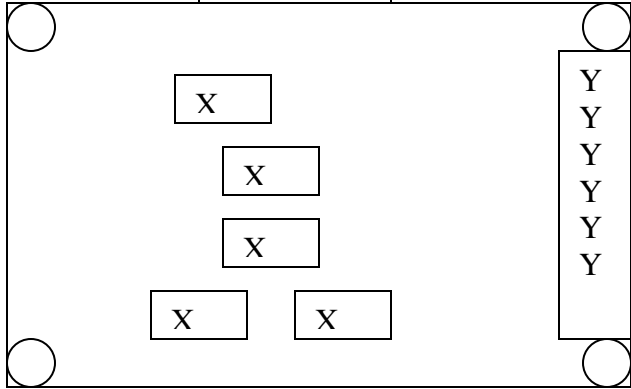
"Sharks"

Figure 1



O = Cones
X = Sharks
Y = Students

Figure 2



**Pickleball Unit
Assessment Plan**

Day	Lesson Theme	Informal Assessment	Standards	Formal Assessment	Standards
1	Introduction	Balancing pickleball on paddle for 10 seconds.	(NASPE 1, 2), (EALR 1.1, 1.3)		
2	Balancing Pickleball	Balancing pickleball on paddle for 30 seconds.	(NASPE 1, 2), (EALR 1.1, 1.3)		
3	Ball Control	Bouncing the pickleball from paddle chest high for 15 seconds. (partner administered)	(NASPE 1, 2), (EALR 1.1, 1.3)		
4	Ball Control	Bouncing the pickleball from paddle chest high while walking for 15 seconds.	(NASPE 1, 2), (EALR 1.1, 1.3)		
5	Ball Control Task Sheets			Students record their completion of task sheets on a check-off sheet.	(NASPE 1) (EALR 1.1)
6	Forehand Drive Technique	Students will show teacher correct technique.	(NASPE 1, 2), (EALR 1.1, 1.3)		
7	Forehand Drive Skill	Striking pickleball over the net 5 of 8 times in bounds. (partner administered)	(NASPE 1, 2, 5), (EALR 1.1, 1.3, 3.3, 3.4)		
8	Forehand Drive Task Sheets			Students record their completion of task sheets on a check-off sheet.	(NASPE 1) (EALR 1.1)
9	Backhand Drive Technique	Student will show teacher correct technique.	(NASPE 1, 2), (EALR 1.1, 1.3)		
10	Backhand Drive Skill	Striking pickleball over the net 5 of 8 times in bounds. (partner administered)	(NASPE 1, 2, 5), (EALR 1.1, 1.3, 3.3, 3.4)		

11	Backhand Drive Task Sheets			Students record their completion of task sheets on a check-off sheet.	(NASPE 1) (EALR 1.1)
12	Assessment Day			Students will take written and skill assessment #1 administered by the teacher. (Ball control, forehand/backhand drive).	(NASPE 1, 2, 6) (EALR 1.1, 1.3)
13	Serving Technique (drive serve)	Demonstrate correct technique by serving 5 times (partner administered).	(NASPE 1, 2, 5), (EALR 1.1, 1.3, 3.3, 3.4)		
14	Serving Skill (lob serve)	Serving pickleball in bounds 5 of 8 times. (partner administered)	(NASPE 1, 2, 5), (EALR 1.1, 1.3, 3.3, 3.4)		
15	Serving Task Sheets			Students record their completion of task sheets on a check-off sheet.	(NASPE 1) (EALR 1.1)
16	Forehand Lob Technique/Skill	From the non-volley line, students will strike the pickleball over the net and in bounds. (partner administered)	(NASPE 1, 2, 5), (EALR 1.1, 1.3, 3.3, 3.4)		
17	Forehand Lob Skill	From middle court, students will strike the pickleball over the net and in bounds 5 of 8 times. (partner administered)	(NASPE 1, 2, 5), (EALR 1.1, 1.3, 3.3, 3.4)		
18	Forehand Lob Task Sheets			Students record their completion of task sheets on a check-off sheet.	(NASPE 1) (EALR 1.1)
19	Assessment Day			Students will take written and skill	(NASPE 1, 2, 6) (EALR 1.1, 1.3)

				assessment #2 administered by the teacher. (Serving, Forehand Lob).	
20	Backhand Lob Technique/Skill	From the non-volley line, students will strike the pickleball over the net and in bounds. (partner administered)	(NASPE 1, 2, 5), (EALR 1.1, 1.3, 3.3, 3.4)		
21	Backhand Lob Skill	From middle court, students will strike the pickleball over the net and in bounds 5 of 8 times. (partner administered)	(NASPE 1, 2, 5), (EALR 1.1, 1.3, 3.3, 3.4)		
22	Backhand Lob Task Sheets			Students record their completion of task sheets on a check-off sheet.	(NASPE 1) (EALR 1.1)
23	Matchplay – skills we have learned.				
24	Smash Technique	Demonstrate correct technique. (partner administered)	(NASPE 1, 2, 5), (EALR 1.1, 1.3, 3.3, 3.4)		
25	Smash Skill	From the non-volley line, students will smash the pickleball 3 of 5 times in bounds. (partner administered)	(NASPE 1, 2, 5), (EALR 1.1, 1.3, 3.3, 3.4)		
26	Smash Task Sheets			Students record their completion of task sheets on a check-off sheet.	(NASPE 1) (EALR 1.1)
27	Assessment Day			Students will take written and skill assessment #3 administered by the teacher. (Backhand Lob, Smash).	(NASPE 1, 2, 6) (EALR 1.1, 1.3)

28	Matchplay – skills we have learned.				
29	Strategy - Knowledge	Students will name three strategies for pickleball. (partner administered).	(NASPE 2) (EALR 1.3)		
30	Matchplay – skills we have learned.				

Knowledge Assessment #1
Lesson #12 – Answer Key
10 Points Possible

#1. What are three cues we have covered for ball control? (3 points)

Flat paddle, eyes on ball, firm grip

#2. True/False: Side to target is a cue for ball control. (1 point)

False

#3. Which of the following cues are not for the forehand drive: (2 points)

A: side to target

B: firm wrist

C: follow through

D: All of these cues are for the forehand drive

The answer is D, those are the cues for the forehand drive

#4. Name three cues for the backhand drive. (3 points)

Side to target, firm wrist, follow through

#5. True/False: The trajectory of the pickleball when hitting a forehand/backhand drive is a high and long trajectory. (1 point)

False

Knowledge Assessment #1
Lesson #12
10 Points Possible

#1. What are three cues we have covered for ball control? (3 points)

#2. True/False: Side to target is a cue for ball control. (1 point)

#3. Which of the following cues are not for the forehand drive: (2 points)

A: side to target

B: firm wrist

C: follow through

D: All of these cues are for the forehand drive

#4. Name three cues for the backhand drive. (3 points)

#5. True/False: The trajectory of the pickleball when hitting a forehand/backhand drive is a high and long trajectory. (1 point)

**Knowledge Assessment #2
Lesson #19 – Answer Key
10 Points Possible**

#1. What are three cues we have covered for the forehand lob? (3 points)

Eyes on pickleball, side to target, contact at an upward angle.

#2. True/False: Knees bent is a cue for the lob serve (1 point)

True

#3. In singles play, you have a score of three, which side of the court should you be serving from? (2 points)

You should be serving from the left service court.

#4. Name three cues for the drive serve. (3 points)

Knees bent, side to target, follow through to opposite shoulder.

#5. When serving, how many feet can you have in the service court? (1 point)

One

Knowledge Assessment #2
Lesson #19
10 Points Possible

#1. What are three cues we have covered for the forehand lob? (3 points)

#2. True/False: Knees bent is a cue for the lob serve (1 point)

#3. In singles play, you have a score of three, which side of the court should you be serving from? (2 points)

#4. Name three cues for the drive serve. (3 points)

#5. When serving, how many feet can you have in the service court? (1 point)

Knowledge Assessment #3
Lesson #27 – Answer Key
10 Points Possible

#1. What are three cues we have covered for the backhand lob? (3 points)

Eyes on pickleball, side to target, contact at an upward angle.

#2. True/False: You should contact the pickleball above your head when performing a smash (1 point)

True

#3. Where is the most effective spot on the court to hit a smash from? (2 points)

Just behind the non-volley zone.

#4. Name three cues for the smash (3 points)

Contact above head, eyes on pickleball, follow through to opposite knee.

#5. True/False: When you are performing a smash from the non-volley line, it is okay to step into the non-volley zone after hitting the smash. (1 point)

False

Knowledge Assessment #3
Lesson #27
10 Points Possible

#1. What are three cues we have covered for the backhand lob? (3 points)

#2. True/False: You should contact the pickleball above your head when performing a smash (1 point)

#3. Where is the most effective spot on the court to hit a smash from? (2 points)

#4. Name three cues for the smash (3 points)

#5. True/False: When you are performing a smash from the non-volley line, it is okay to step into the non-volley zone after hitting the smash. (1 point)

Skill Assessment Directions

For the product test, which includes the smash, the student will receive points based on their performance. At the bottom of the product test page, there is a system of points (key) to configure the points the student will receive. Write the number of smashes out of 8 attempts that land in bounds in the column provided. Take that number and use the key to figure the number of points received.

Skills Assessment #1
Lesson #12 – Forehand Drive
9 Points Possible

Cue: (write in one of three cues) (3 points possible per cue)

Student name	Always (3 points)	Sometimes (2 points)	Never (1 point)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
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27.			
28.			
29.			
30.			

Skills Assessment #1
Lesson #12 – Backhand Drive
9 Points Possible

Cue: (write in one of three cues) (3 points possible per cue)

Student name	Always (3 points)	Sometimes (2 points)	Never (1 point)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
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29.			
30.			

Skills Assessment #2
Lesson #19 – Drive Serve
9 Points Possible

Cue: (write in one of three cues) (3 points possible per cue)

Student name	Always (3 points)	Sometimes (2 points)	Never (1 point)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
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29.			
30.			

Skills Assessment #2
Lesson #19 – Lob Serve
9 Points Possible

Cue: (write in one of three cues) (3 points possible per cue)

Student name	Always (3 points)	Sometimes (2 points)	Never (1 point)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
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27.			
28.			
29.			
30.			

Skills Assessment #2
Lesson #19 – Forehand Lob
9 Points Possible

Cue: (write in one of three cues) (3 points possible per cue)

Student name	Always (3 points)	Sometimes (2 points)	Never (1 point)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
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27.			
28.			
29.			
30.			

Skills Assessment #3
Lesson #27 – Backhand Lob
9 Points Possible

Cue: (write in one of three cues) (3 points possible per cue)

Student name	Always (3 points)	Sometimes (2 points)	Never (1 point)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
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Skill Assessment Directions

There are individual skill assessments for each skill covered. Included is a skill assessment form for each skill. For the criterion tests, which include the forehand drive, backhand drive, drive serve, lob serve, forehand lob, and backhand lob, the student has 3 attempts to perform the cue correctly they are working on. When they correctly perform the cue 3 times they receive 3 points for that cue. When they complete the cue correctly 2 times they will receive 2 points. When they complete the cue correctly 1 time or not at all, they will receive 1 point. There are 3 sections to each skill assessment for each of the cues.

Skills Assessment #3
Lesson #27 – Smash
9 Points Possible

Student name	# Of smashes in bounds out of 8 attempts	Points received
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
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20.		
21.		
22.		
23.		
24.		
25.		
26.		
27.		
28.		
29.		
30.		

- 7-8 = 9 points, 6 = 8 points, 5 = 7 points, 4 = 6, 3 = 5, 2 = 4, 1 = 3, 0 = 0

Ball Control Task Sheet Directions
Lesson #5

- Use the ten task sheets to set up ten different “stations”.
- Have the students work on the various skills at the different stations at their own pace.
- Have the students start at station #1 and move on in progression upon completion of tasks.
- Each student will receive a self-check sheet for the day. (see ball control self-check sheet)
- The self-check sheet consists of two sections, completed and in-progress.
- Once the student completes a task, have them check the section, completed, then move on to the next task.
- If a student is having trouble completing a task have them check the section, in-progress, then move on to the next task.
- If/when students complete all ten of the tasks, have them help other students that are having difficulties.

Student Name _____

Self-Check Sheet

Ball Control

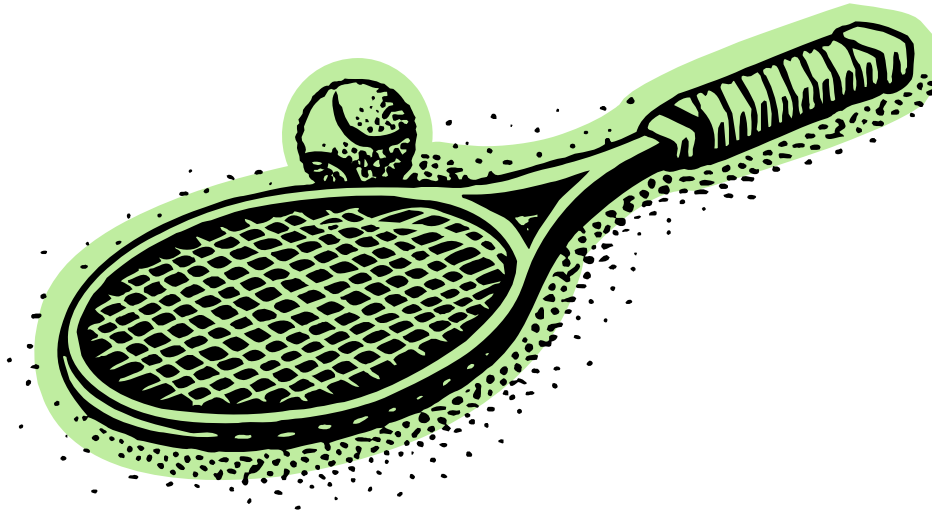


Directions:

- Put an X in the appropriate box based upon the outcome of the task.

Tasks	Completed	In-Progress
#1		
#2		
#3		
#4		
#5		
#6		
#7		
#8		
#9		
#10		

Ball Control Task Sheet #1

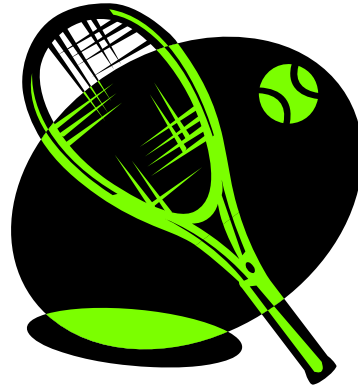


While walking and holding the paddle with your dominant hand, balance a pickleball on your paddle chest height for roughly 1 minute.

Cues: Flat Paddle
Eyes on Pickleball
Shake hands

Go to Task #2 When Completed

Ball Control Task Sheet #2



While walking and holding the paddle with your non-dominant hand, balance a pickleball on your paddle chest height for roughly 1 minute.

Cues: Flat Paddle
Eyes on Pickleball
Shake hands

Go to Task #3 When Completed

Ball Control Task Sheet #3



Strike the pickleball at waist high towards the ground (bouncing the pickleball between your paddle and the ground) for roughly 30 seconds.

Cues: Flat Paddle
Eyes on Pickleball
Shake hands

Go to Task #4 When Completed

Ball Control Task Sheet #4

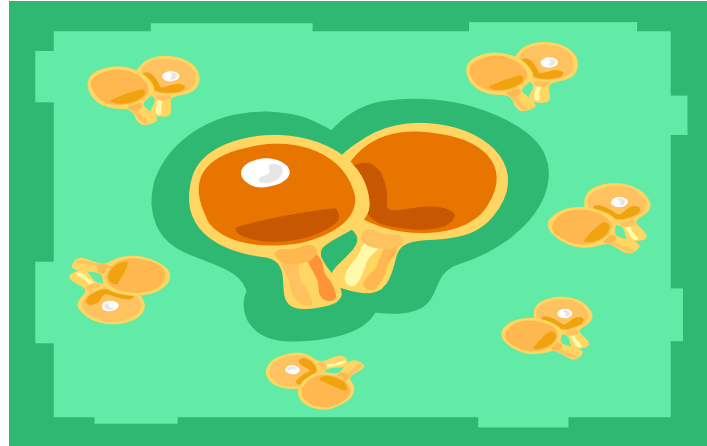


Strike the pickleball at waist high towards the ground (bouncing the pickleball between your paddle and the ground) while walking for roughly 30 seconds.

Cues: Flat Paddle
Eyes on Pickleball
Shake hands

Go to Task #5 When Completed

Ball Control Task #5

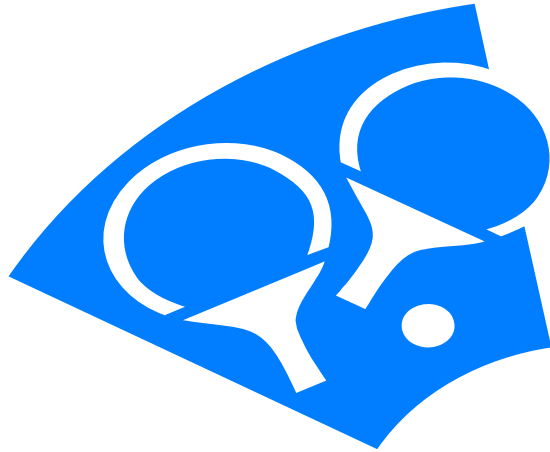


With the paddle in your dominant hand, at waist level, hit the pickleball continuously above your head for roughly 1 minute.

Cues: Flat Paddle
Eyes on Pickleball
Shake hands

Go to Task #6 When Completed

Ball Control Task #6



With the paddle in your non-dominant hand, at waist level, hit the pickleball continuously above your head for roughly 1 minute.

Cues: Flat Paddle
Eyes on Pickleball
Shake hands

Go to Task #7 When Completed

Ball Control Task #7

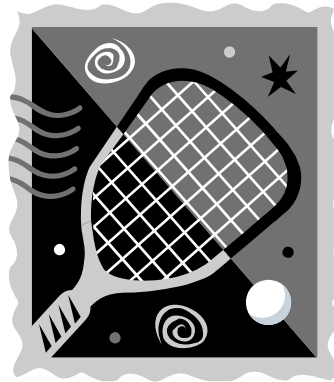


Strike the pickleball at waist level so it goes above your head continuously 20 continuous times without taking more than one step.

Cues: Flat Paddle
Eyes on Pickleball
Shake hands

Go to Task #8 When Completed

Ball Control Task #8



With the paddle in your dominant hand hit the pickleball, flipping the paddle when the pickleball is in the air, so the pickleball strikes one side of the paddle, then the other side of the paddle. Do this 10 times from each side of the paddle.

Cues: Flat Paddle
Eyes on Pickleball
Shake hands

Go to Task #9 When Completed

Ball Control Task #9



With the paddle in your non-dominant hand hit the pickleball, flipping the paddle when the pickleball is in the air, so the pickleball strikes one side of the paddle, then the other side of the paddle. Do this 10 times from each side of the paddle.

Cues: Flat Paddle
Eyes on Pickleball
Shake hands

Go to Task #10 When Completed

Ball Control Task #10



With the paddle in your dominant hand hit the pickleball chest high while walking in a figure 8 pattern, flipping the paddle when the pickleball is in the air, so the pickleball strikes one side of the paddle, then the other side of the paddle. Do this 10 times from each side of the paddle.

Cues: Flat Paddle
Eyes on Pickleball
Shake hands

Forehand Drive Task Sheet Directions
Lesson #8

- Use the ten task sheets to set up ten different “stations”.
- Have the students work on the various skills at the different stations at their own pace.
- Have the students start at station #1 and move on in progression upon completion of tasks.
- Each student will receive a self-check sheet for the day. (see forehand drive self-check sheet)
- The self-check sheet consists of two sections, completed and in-progress.
- Once the student completes a task, have them check the section, completed, then move on to the next task.
- If a student is having trouble completing a task have them check the section, in-progress, then move on to the next task.
- If/when students complete all ten of the tasks, have them help other students that are having difficulties.

Student Name _____

Self-Check Sheet

Forehand Drive

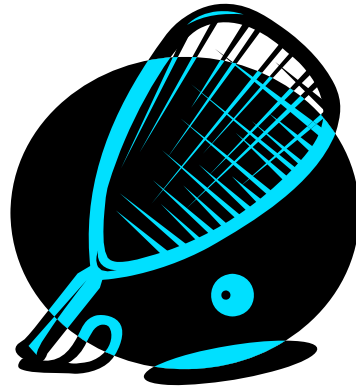


Directions:

- Put an X in the appropriate box based upon the outcome of the task.

Tasks	Completed	In-Progress
#1		
#2		
#3		
#4		
#5		
#6		
#7		
#8		
#9		
#10		

Forehand Drive Task Sheet #1



Strike a balloon 10 times using your forehand drive with correct technique.

Cues: Shake Hands
Side to Target
Follow Through Across Body Go to Task #2 When Completed

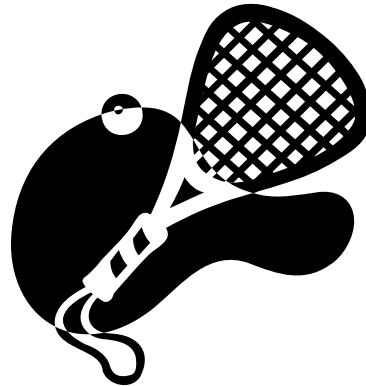
Forehand Drive Task Sheet #2



Strike a pickleball against the wall 10 times using correct technique from 5 feet away using your forehand drive while catching the ball each time. (Not continuously)

Cues: Shake Hands
Side to Target
Follow Through Across Body Go to Task #3 When Completed

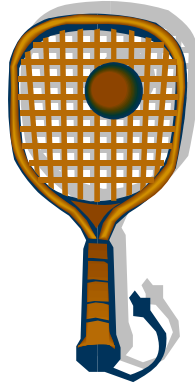
Forehand Drive Task Sheet #3



Strike the pickleball against the wall continuously 5 times without having to move more than two steps. Do this from 5 feet from the wall.

Cues: Shake Hands
Side to Target
Follow Through Across Body Go to Task #4 When Completed

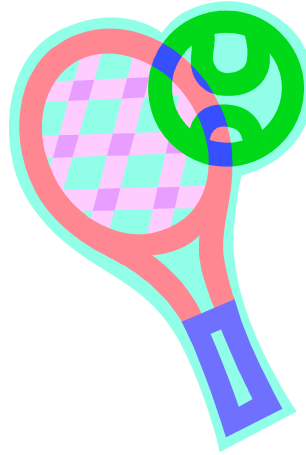
Forehand Drive Task Sheet #4



Strike the pickleball against the wall from 10 feet away using your forehand drive catching the ball each time. Do this correctly 5 times.

Cues: Shake Hands
Side to Target
Follow Through Across Body Go to Task #5 When Completed

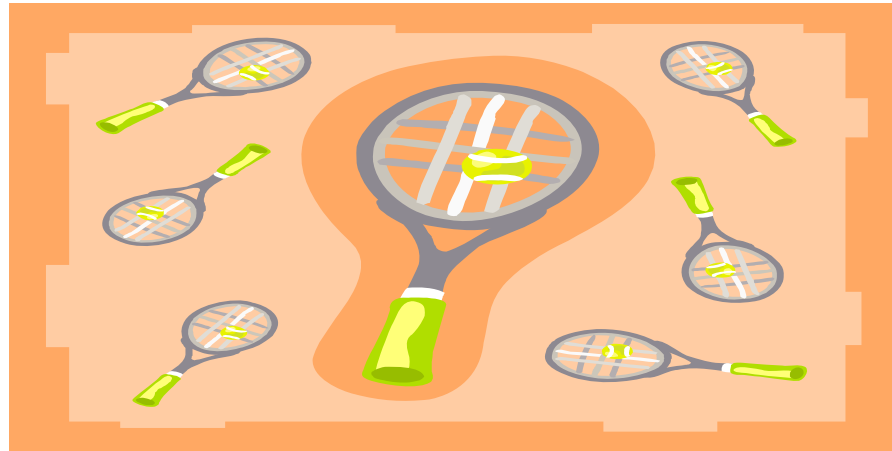
Forehand Drive Task Sheet #5



Strike the pickleball against the wall continuously 5 times in a row without having to move more than two steps from 10 feet away from the wall.

Cues: Shake Hands
Side to Target
Follow Through Across Body Go to Task #6 When Completed

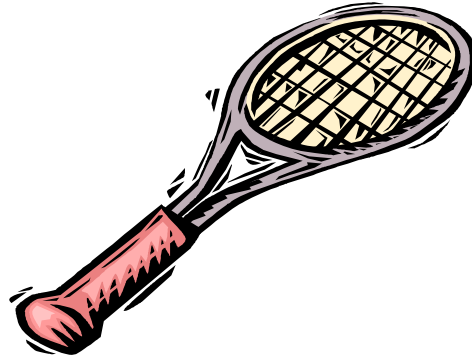
Forehand Drive Task Sheet #6



Strike the pickleball against the wall from 15 feet away using your forehand drive catching the ball each time. Do this correctly 5 times.

Cues: Shake Hands
Side to Target
Follow Through Across Body Go to Task #7 When Completed

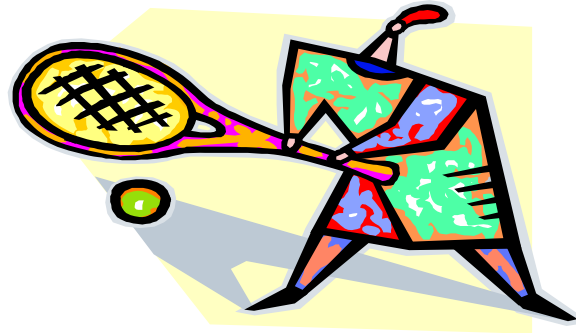
Forehand Drive Task Sheet #7



Find a partner. With your partner, have your partner toss you the pickleball from the side, strike the pickleball against the wall from 5 feet away. Do this correctly 5 times per partner.

Cues: Shake Hands
Side to Target
Follow Through Across Body Go to Task #8 When Completed

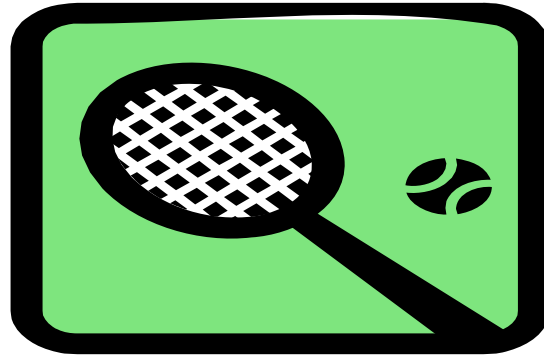
Forehand Drive Task Sheet #8



With your partner tossing you the pickleball from across the net, hit a forehand drive over the net and into the court. Strike the pickleball in bounds 5 times using your forehand drive.

Cues: Shake Hands
Side to Target
Follow Through Across Body Go to Task #9 When Completed

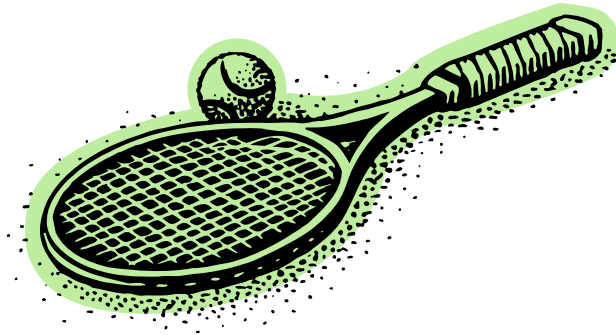
Forehand Drive Task Sheet #9



With you and your partner 10 feet away from the net, rally the pickleball across the net with your partner 5 times in a row using only a forehand drive.

Cues: Shake Hands
Side to Target
Follow Through Across Body Go to Task #10 When Completed

Forehand Drive Task Sheet #10



Within the boundaries of the court, rally the pickleball across the net with your partner 15 times in a row using only a forehand drive.

Cues: Shake Hands
Side to Target
Follow Through Across Body

Backhand Drive Task Sheet Directions
Lesson #11

- Use the ten task sheets to set up ten different “stations”.
- Have the students work on the various skills at the different stations at their own pace.
- Have the students start at station #1 and move on in progression upon completion of tasks.
- Each student will receive a self-check sheet for the day. (see backhand drive self-check sheet)
- The self-check sheet consists of two sections, completed and in-progress.
- Once the student completes a task, have them check the section, completed, then move on to the next task.
- If a student is having trouble completing a task have them check the section, in-progress, then move on to the next task.
- If/when students complete all ten of the tasks, have them help other students that are having difficulties.

Student Name _____

Self-Check Sheet

Backhand Drive

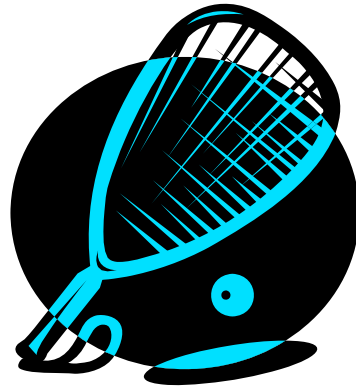


Directions:

- Put an X in the appropriate box based upon the outcome of the task.

Tasks	Completed	In-Progress
#1		
#2		
#3		
#4		
#5		
#6		
#7		
#8		
#9		
#10		

Backhand Drive Task Sheet #1



Strike a balloon 10 times using your backhand drive with correct technique.

Cues: Shake Hands
Side to Target
Follow Through Across Body Go to Task #2 When Completed

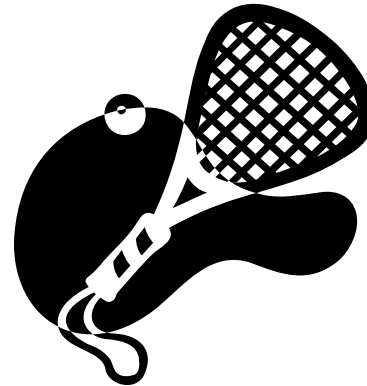
Backhand Drive Task Sheet #2



Strike a pickleball against the wall 10 times using correct technique from 5 feet away using your backhand drive and catching the ball each time. (Not continuously)

Cues: Shake Hands
Side to Target
Follow Through Across Body Go to Task #3 When Completed

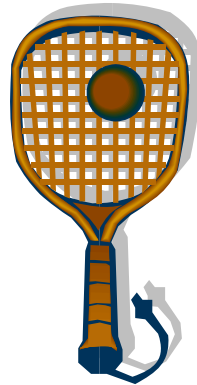
Backhand Drive Task Sheet #3



Strike the pickleball against the wall continuously 5 times without having to move more than two steps. Do this from 5 feet from the wall.

Cues: Shake Hands
Side to Target
Follow Through Across Body Go to Task #4 When Completed

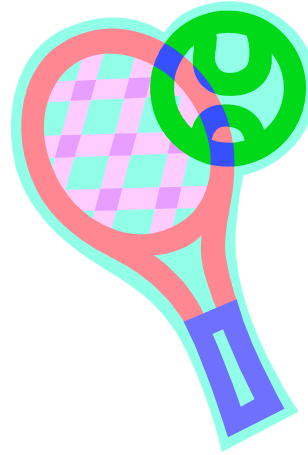
Backhand Drive Task Sheet #4



Strike the pickleball against the wall from 10 feet away using your backhand drive catching the ball each time. Do this correctly 5 times.

Cues: Shake Hands
Side to Target
Follow Through Across Body Go to Task #5 When Completed

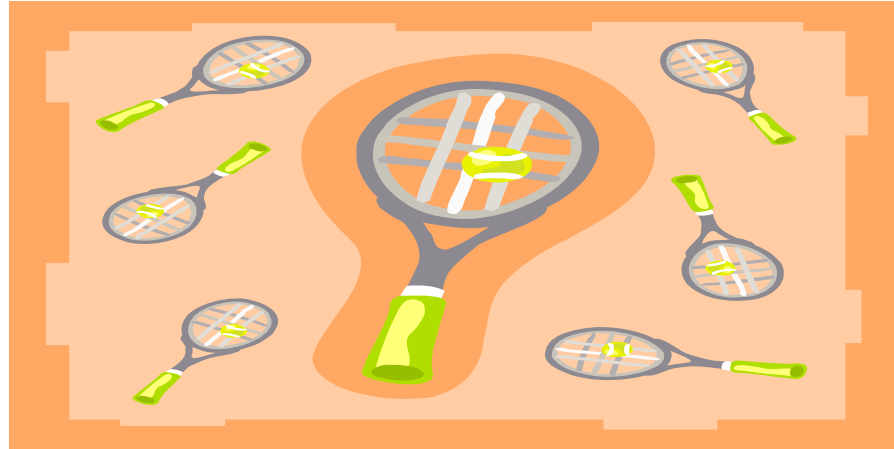
Backhand Drive Task Sheet #5



Strike the pickleball against the wall continuously 5 times in a row without having to take more than two steps. Do this from ten feet from the wall.

Cues: Shake Hands
Side to Target
Follow Through Across Body Go to Task #6 When Completed

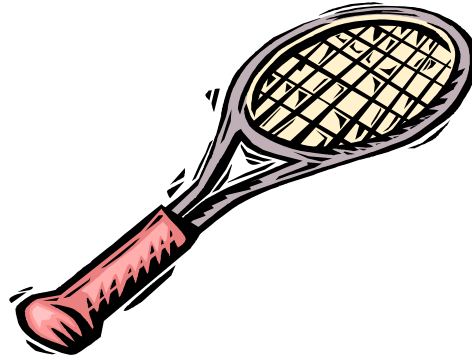
Backhand Drive Task Sheet #6



Strike the pickleball against the wall from 15 feet away using your backhand drive catching the ball each time. Do this correctly 5 times.

Cues: Shake Hands
Side to Target
Follow Through Across Body Go to Task #7 When Completed

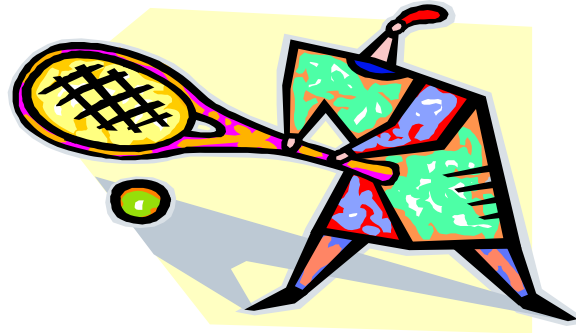
Backhand Drive Task Sheet #7



Find a partner. With your partner, have your partner toss you the pickleball from the side, strike the pickleball against the wall from 5 feet away. Do this correctly 5 times per partner.

Cues: Shake Hands
Side to Target
Follow Through Across Body Go to Task #8 When Completed

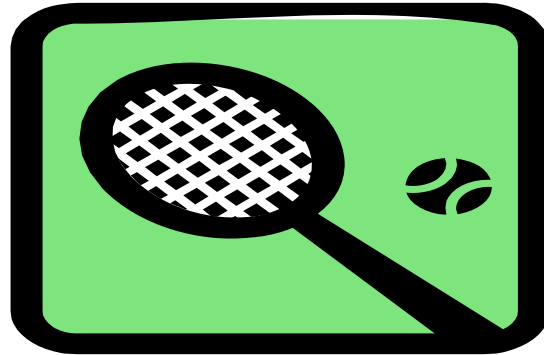
Backhand Drive Task Sheet #8



With your partner tossing you the pickleball from across the net, hit a backhand drive over the net and into the court. Strike the pickleball in bounds 5 times using your backhand drive.

Cues: Shake Hands
Side to Target
Follow Through Across Body Go to Task #9 When Completed

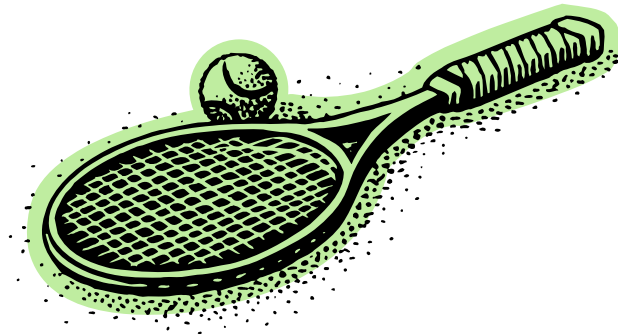
Backhand Drive Task Sheet #9



With you and your partner 10 feet away from the net and on opposite sides, rally the pickleball across the net with your partner 5 times in a row using only a backhand drive.

Cues: Shake Hands
Side to Target
Follow Through Across Body Go to Task #10 When Completed

Backhand Drive Task Sheet #10



Within the boundaries of the court, rally the pickleball across the net with your partner 15 times in a row using only a backhand drive.

Cues: Shake Hands
Side to Target
Follow Through Across Body

Serving Task Sheet Directions

Lesson #15

- Use the ten task sheets to set up ten different “stations”.
- Have the students work on the various skills at the different stations at their own pace.
- Have the students start at station #1 and move on in progression upon completion of tasks.
- Each student will receive a self-check sheet for the day. (see serving self-check sheet)
- The self-check sheet consists of two sections, completed and in-progress.
- Once the student completes a task, have them check the section, completed, then move on to the next task.
- If a student is having trouble completing a task have them check the section, in-progress, then move on to the next task.
- If/when students complete all ten of the tasks, have them help other students that are having difficulties.

Student Name _____

Self-Check Sheet

Serving



Directions:

- Put an X in the appropriate box based upon the outcome of the task.

Tasks	Completed	In-Progress
#1		
#2		
#3		
#4		
#5		
#6		
#7		
#8		
#9		
#10		

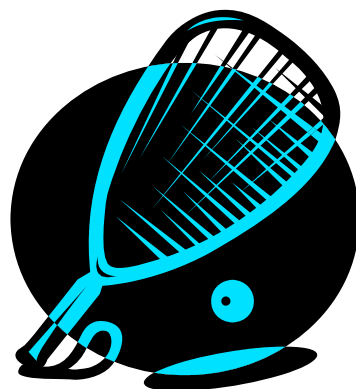
Serving Task Sheet #1



Find a partner. Use the drive serve and hit the pickleball into the correct court 5 times, alternating the partner that performs.

Cues: Knees Bent
 Side to Target
 Follow Through to Opposite Shoulder
 Go to Task #2 When Completed

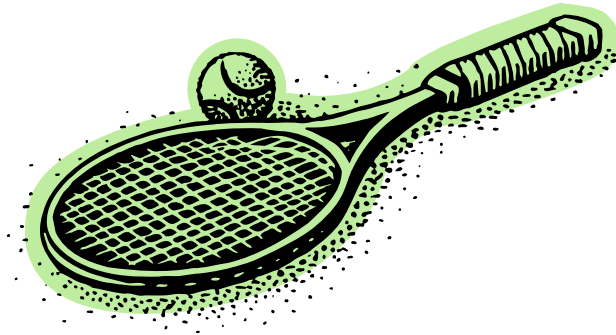
Serving Task Sheet #2



With your partner, use the lob serve and hit the pickleball into the correct court 5 times, alternating the partner that performs.

Cues: Knees Bent
 Side to Target
 Follow Through to Opposite Shoulder
 Go to Task #3 When Completed

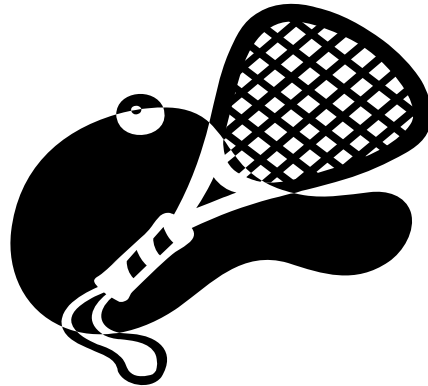
Serving Task Sheet #3



Using the drive serve, serve the pickleball into your partner's court and have your partner return the serve using a forehand/backhand drive. Do this 5 times then switch who is serving and returning.

Cues: Knees Bent
 Side to Target
 Follow Through to Opposite Shoulder
 Go to Task #4 When Completed

Serving Task Sheet #4



Using the lob serve, serve the pickleball into your partner's court and have your partner return the serve using a forehand/backhand drive. Do this 5 times then switch who is serving and returning.

Cues: Knees Bent
 Side to Target
 Follow Through to Opposite Shoulder
 Go to Task #5 When Completed

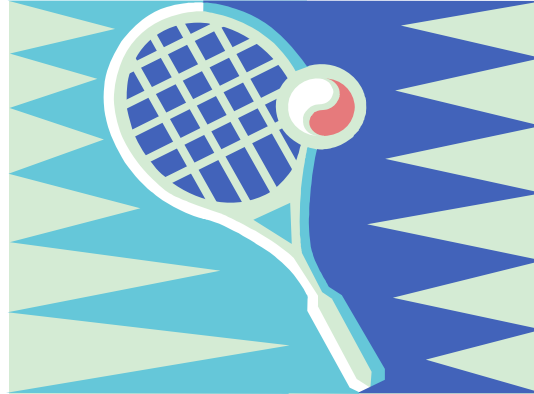
Serving Task Sheet #5



With your partner, use the drive serve and serve the pickleball within three feet of the correct court's baseline 5 times, alternating the partner that performs. Each partner should serve 5 times.

Cues: Knees Bent
 Side to Target
 Follow Through to Opposite Shoulder
 Go to Task #6 When Completed

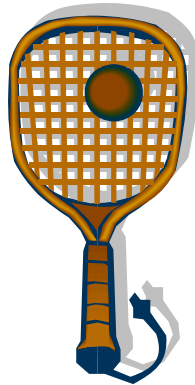
Serving Task Sheet #6



With your partner, use the lob serve and serve the pickleball within three feet of the correct court's baseline 5 times, alternating the partner that performs. Each partner should serve 5 times.

Cues: Knees Bent
 Side to Target
 Follow Through to Opposite Shoulder
 Go to Task #7 When Completed

Serving Task Sheet #7



Using the drive serve, serve the pickleball within 3 feet of your partner's court's sideline and have your partner return the serve back into your court using a forehand/backhand drive. Do this 5 times then switch who is serving and returning.

Cues: Knees Bent
 Side to Target
 Follow Through to Opposite Shoulder
 Go to Task #8 When Completed

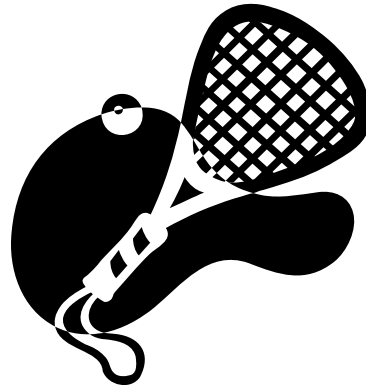
Serving Task Sheet #8



Using the lob serve, serve the pickleball within 3 feet of your partner's court's sideline and have your partner return the serve back into your court using a forehand/backhand drive. Do this 5 times then switch who is serving and returning.

Cues: Knees Bent
 Side to Target
 Follow Through to Opposite Shoulder
 Go to Task #9 When Completed

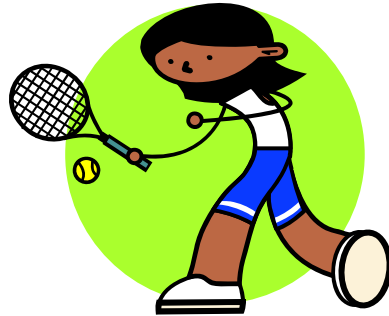
Serving Task Sheet #9



With your partner, use the drive serve and serve the pickleball within 3 feet of the baseline and within 3 feet of the sideline. Do this 3 times then switch who is serving.

Cues: Knees Bent
 Side to Target
 Follow Through to Opposite Shoulder
 Go to Task #10 When Completed

Serving Task Sheet #10



With your partner, use the lob serve and serve the pickleball within 3 feet of the baseline and within 3 feet of the sideline. Do this 5 times then switch who is serving.

Cues: Knees Bent
 Side to Target
 Follow Through to Opposite Shoulder

Forehand Lob Task Sheet Directions
Lesson #18

- Use the ten task sheets to set up ten different “stations”.
- Have the students work on the various skills at the different stations at their own pace.
- Have the students start at station #1 and move on in progression upon completion of tasks.
- Each student will receive a self-check sheet for the day. (see forehand lob self-check sheet)
- The self-check sheet consists of two sections, completed and in-progress.
- Once the student completes a task, have them check the section, completed, then move on to the next task.
- If a student is having trouble completing a task have them check the section, in-progress, then move on to the next task.
- If/when students complete all ten of the tasks, have them help other students that are having difficulties.

Student Name _____

Self-Check Sheet

Forehand Lob

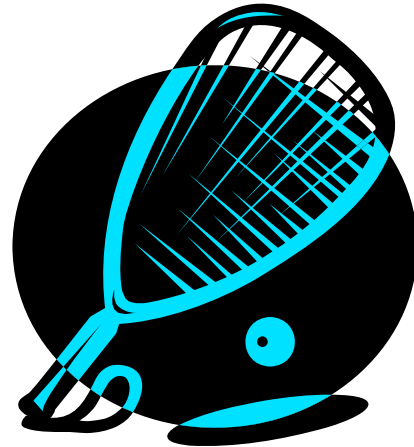


Directions:

- Put an X in the appropriate box based upon the outcome of the task.

Tasks	Completed	In-Progress
#1		
#2		
#3		
#4		
#5		
#6		
#7		
#8		
#9		
#10		

Forehand Lob Task Sheet #1



Using the forehand lob, strike the pickleball above the line (tape line that is 9 feet high) and against the wall from 10 feet away. Do this 5 times.

Cues: Side to Target
Contact at an Upward Angle
Eye on the Pickleball

Go to Task #2 When Completed

Forehand Lob Task Sheet #2

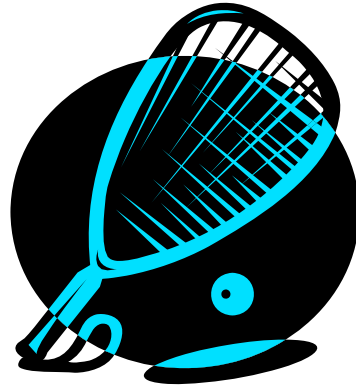


Using the forehand lob, strike the pickleball above the line (tape line that is 9 feet high) and against the wall 5 times in a row from 5 feet away.

Cues: Side to Target
Contact at an Upward Angle
Eye on the Pickleball

Go to Task #3 When Completed

Forehand Lob Task Sheet #3

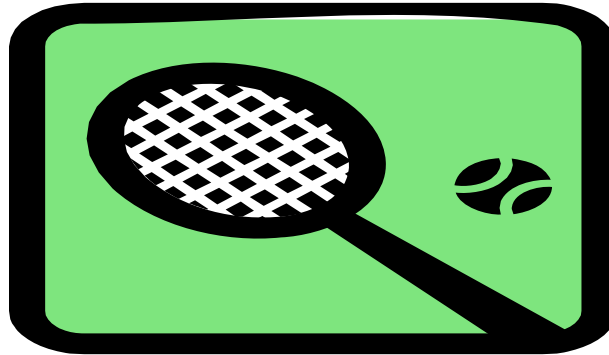


Using the forehand lob, strike the pickleball above the line (tape line that is 9 feet high) and against the wall from 15 feet away. Do this 5 times.

Cues: Side to Target
Contact at an Upward Angle
Eye on the Pickleball

Go to Task #4 When Completed

Forehand Lob Task Sheet #4

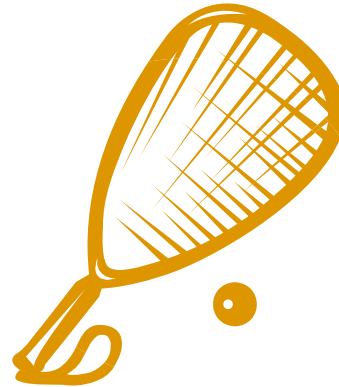


Find a partner. With you and your partner ten feet from the net, in the left service court, and on opposite sides, have your partner toss the pickleball to you so you can hit the forehand lob shot over their head. Do this 10 times then switch with your partner.

Cues: Side to Target
Contact at an Upward Angle
Eye on the Pickleball

Go to Task #5 When Completed

Forehand Lob Task Sheet #5

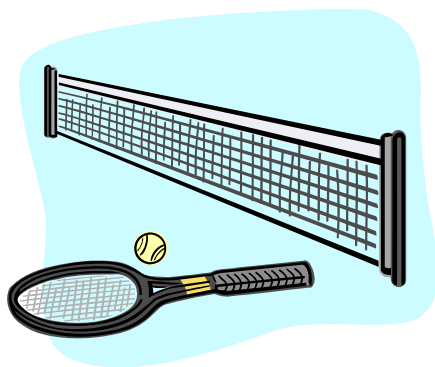


With you and your partner ten feet from the net, in the right service court, and on opposite sides, have your partner toss the pickleball to you so you can hit the forehand lob shot over their head. Do this 10 times then switch with your partner.

Cues: Side to Target
Contact at an Upward Angle
Eye on the Pickleball

Go to Task #6 When Completed

Forehand Lob Task Sheet #6

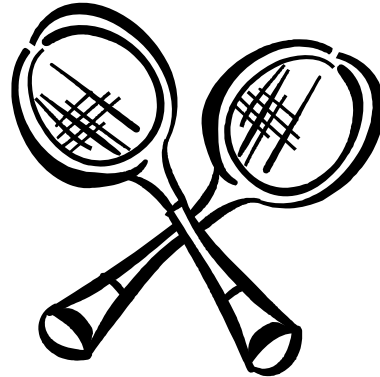


With you and your partner ten feet from the net, in the middle of the court, and on opposite sides, have your partner toss the pickleball to you so you can hit the forehand lob shot over their head. Do this 10 times then switch with your partner.

Cues: Side to Target
Contact at an Upward Angle
Eye on the Pickleball

Go to Task #7 When Completed

Forehand Lob Task Sheet #7

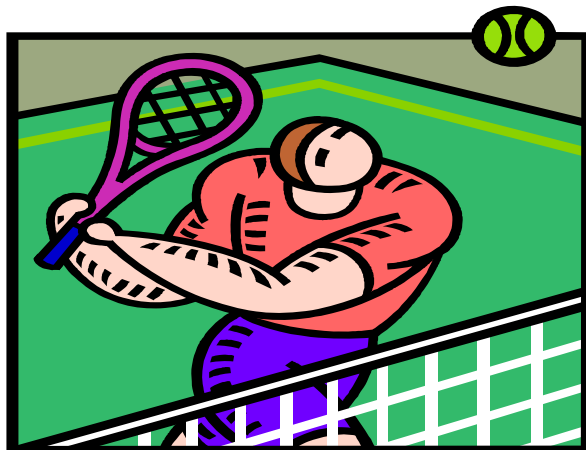


With your partner at the net and you near the baseline, have them toss the pickleball to you so you can hit the forehand lob shot over their head. Do this 10 times then switch with your partner.

Cues: Side to Target
Contact at an Upward Angle
Eye on the Pickleball

Go to Task #8 When Completed

Forehand Lob Task Sheet #8



With your partner at the net and you near your baseline, have them toss the pickleball to you so you can hit the forehand lob shot over their head and into the deep right corner (within 3 feet of the baseline and sideline). Do this 5 times then switch with your partner.

Cues: Side to Target
Contact at an Upward Angle
Eye on the Pickleball

Go to Task #9 When Completed

Forehand Lob Task Sheet #9

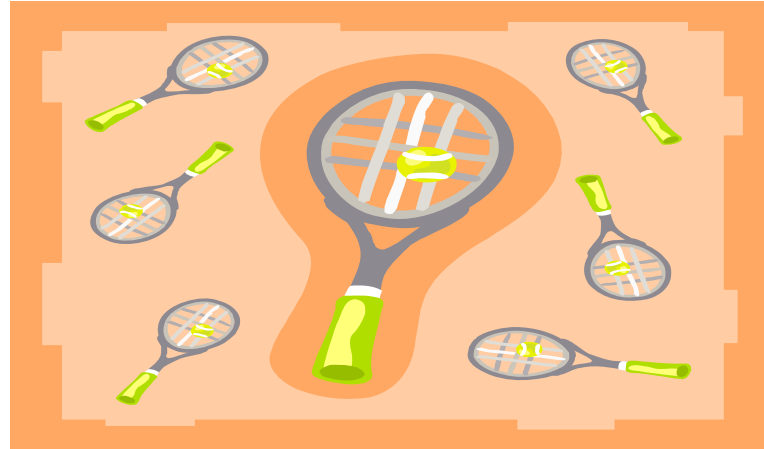


With your partner at the net and yourself near your baseline, have them toss the pickleball to you so you can hit the forehand lob shot over their head and into the deep left corner (within 3 feet of the baseline and sideline). Do this 5 times then switch with your partner.

Cues: Side to Target
Contact at an Upward Angle
Eye on the Pickleball

Go to Task #10 When Completed

Forehand Lob Task Sheet #10



With you and your partner on opposite baselines, rally using only the forehand lob. See if you can rally the pickleball 40 times continuously.

Cues: Side to Target
Contact at an Upward Angle
Eye on the Pickleball

Backhand Lob Task Sheet Directions
Lesson #22

- Use the ten task sheets to set up ten different “stations”.
- Have the students work on the various skills at the different stations at their own pace.
- Have the students start at station #1 and move on in progression upon completion of tasks.
- Each student will receive a self-check sheet for the day. (see Backhand lob self-check sheet)
- The self-check sheet consists of two sections, completed and in-progress.
- Once the student completes a task, have them check the section, completed, then move on to the next task.
- If a student is having trouble completing a task have them check the section, in-progress, then move on to the next task.
- If/when students complete all ten of the tasks, have them help other students that are having difficulties.

Student Name _____

Self-Check Sheet

Backhand Lob

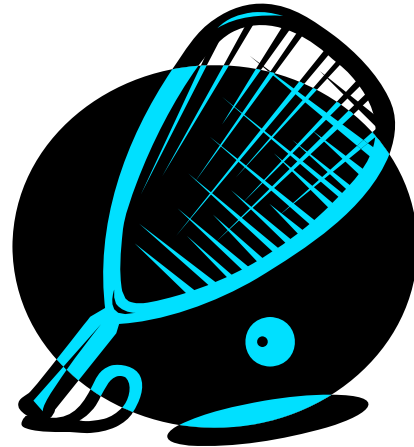


Directions:

- Put an X in the appropriate box based upon the outcome of the task.

Tasks	Completed	In-Progress
#1		
#2		
#3		
#4		
#5		
#6		
#7		
#8		
#9		
#10		

Backhand Lob Task Sheet #1



Using the backhand lob, strike the pickleball above the line (tape line that is 9 feet high) and against the wall from 10 feet away. Do this 5 times.

Cues: Side to Target
Contact at an Upward Angle
Eye on the Pickleball

Go to Task #2 When Completed

Backhand Lob Task Sheet #2

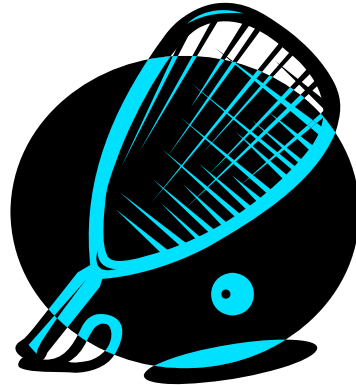


Using the backhand lob, strike the pickleball above the line (tape line that is 9 feet high) and against the wall 5 times in a row from 5 feet away.

Cues: Side to Target
Contact at an Upward Angle
Eye on the Pickleball

Go to Task #3 When Completed

Backhand Lob Task Sheet #3

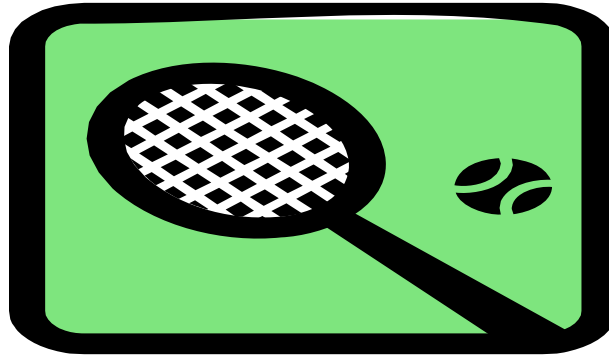


Using the backhand lob, strike the pickleball above the line (tape line that is 9 feet high) and against the wall from 15 feet away. Do this 5 times.

Cues: Side to Target
Contact at an Upward Angle
Eye on the Pickleball

Go to Task #4 When Completed

Backhand Lob Task Sheet #4

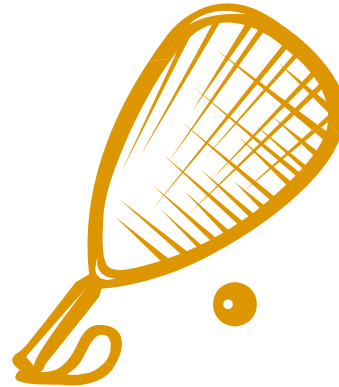


Find a partner. With you and your partner ten feet from the net, in the left service court, and on opposite sides, have your partner toss the pickleball to you so you can hit the backhand lob shot over their head. Do this 10 times then switch with your partner.

Cues: Side to Target
Contact at an Upward Angle
Eye on the Pickleball

Go to Task #5 When Completed

Backhand Lob Task Sheet #5

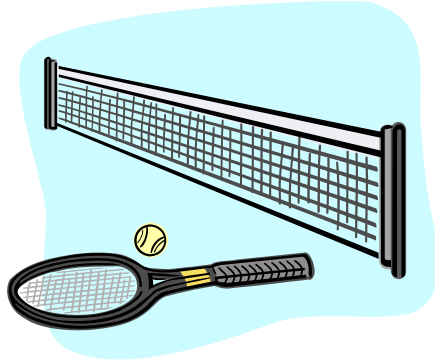


With you and your partner ten feet from the net, in the right service court, and on opposite sides, have your partner toss the pickleball to you so you can hit the backhand lob shot over their head. Do this 10 times then switch with your partner.

Cues: Side to Target
Contact at an Upward Angle
Eye on the Pickleball

Go to Task #6 When Completed

Backhand Lob Task Sheet #6

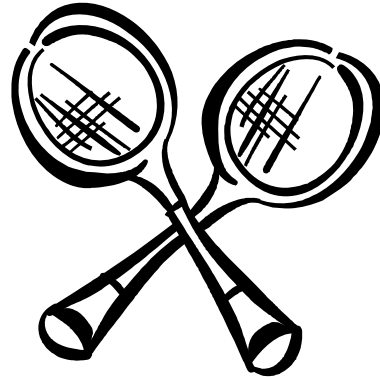


With you and your partner ten feet from the net, in the middle of the court, and on opposite sides, have your partner toss the pickleball to you so you can hit the backhand lob shot over their head. Do this 10 times then switch with your partner.

Cues: Side to Target
Contact at an Upward Angle
Eye on the Pickleball

Go to Task #7 When Completed

Backhand Lob Task Sheet #7

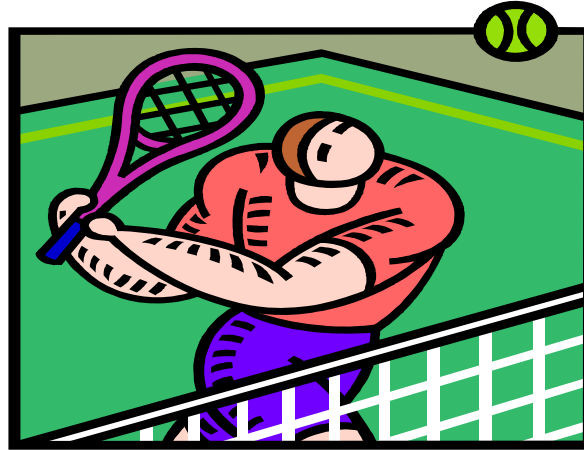


With your partner at the net and you near the baseline, have them toss the pickleball to you so you can hit the backhand lob shot over their head. Do this 10 times then switch with your partner.

Cues: Side to Target
Contact at an Upward Angle
Eye on the Pickleball

Go to Task #8 When Completed

Backhand Lob Task Sheet #8



With your partner at the net and you near your baseline, have them toss the pickleball to you so you can hit the backhand lob shot over their head and into the deep right corner (within 3 feet of the baseline and sideline). Do this 5 times then switch with your partner.

Cues: Side to Target
Contact at an Upward Angle
Eye on the Pickleball

Go to Task #9 When Completed

Backhand Lob Task Sheet #9

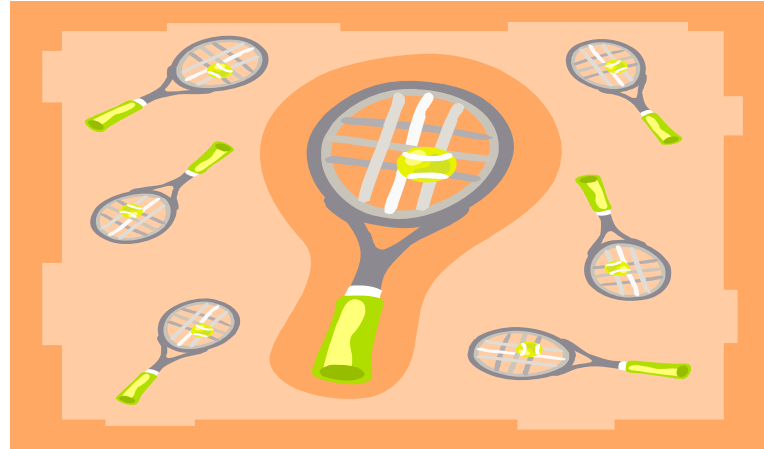


With your partner at the net and yourself near your baseline, have them toss the pickleball to you so you can hit the backhand lob shot over their head and into the deep left corner (within 3 feet of the baseline and sideline). Do this 5 times then switch with your partner.

Cues: Side to Target
 Contact at an Upward Angle
 Eye on the Pickleball

Go to Task #10 When Completed

Backhand Lob Task Sheet #10



With you and your partner on opposite baselines, rally using only the backhand lob. See if you can rally the pickleball 20 times continuously.

Cues: Side to Target
Contact at an Upward Angle
Eye on the Pickleball

Smash Task Sheet Directions

Lesson #26

- Use the ten task sheets to set up ten different “stations”.
- Have the students work on the various skills at the different stations at their own pace.
- Have the students start at station #1 and move on in progression upon completion of tasks.
- Each student will receive a self-check sheet for the day. (see smash self-check sheet)
- The self-check sheet consists of two sections, completed and in-progress.
- Once the student completes a task, have them check the section, completed, then move on to the next task.
- If a student is having trouble completing a task have them check the section, in-progress, then move on to the next task.
- If/when students complete all ten of the tasks, have them help other students that are having difficulties.

Student Name _____

Self-Check Sheet

Smash



Directions:

- Put an X in the appropriate box based upon the outcome of the task.

Tasks	Completed	In-Progress
#1		
#2		
#3		
#4		
#5		
#6		
#7		
#8		
#9		
#10		

Smash Task Sheet #1

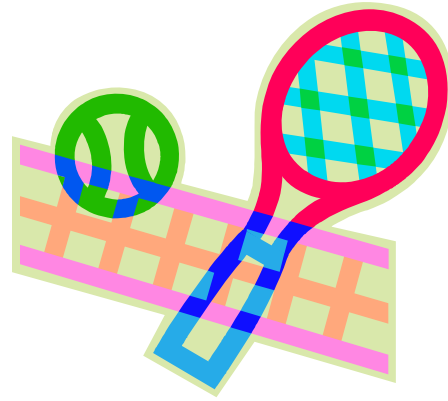


Hit a smash shot by striking a balloon against the wall. Toss the balloon to yourself. Do this correctly 15 times.

Cues: Follow Through to Opposite Knee
Eyes on the Pickleball
Contact above Head

Go to Task #2 When Completed

Smash Task Sheet #2

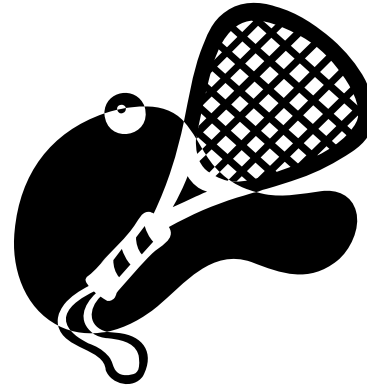


Hit a smash shot by striking a pickleball against the wall. Toss the pickleball to yourself. Do this correctly 15 times.

Cues: Follow Through to Opposite Knee
Eyes on the Pickleball
Contact above Head

Go to Task #3 When Completed

Smash Task Sheet #3



Find a partner. Have your partner toss from the side (6+ feet in the air), then smash the ball over the net from the non-volley line. Do this 10 times then switch partners.

Cues: Follow Through to Opposite Knee
Eyes on the Pickleball
Contact above Head

Go to Task #4 When Completed

Smash Task Sheet #4

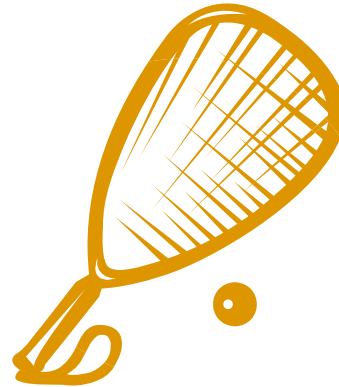


With your partner tossing from the side (6+ feet in the air), smash the ball over the net from the mid-court line. Do this 10 times then switch.

Cues: Follow Through to Opposite Knee
Eyes on the Pickleball
Contact above Head

Go to Task #5 When Completed

Smash Task Sheet #5

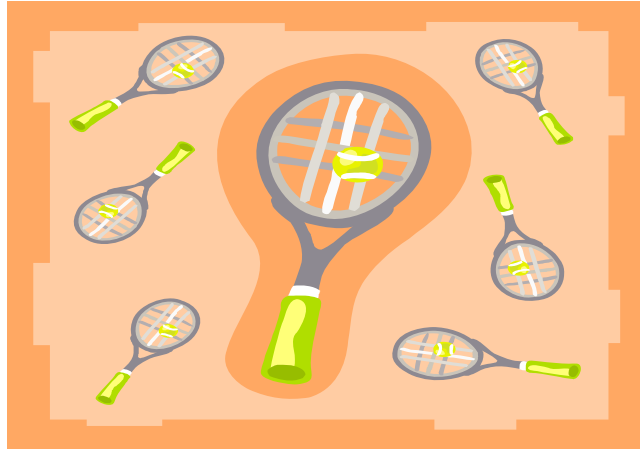


With your partner tossing the pickleball from the side (6+ feet in the air), smash the pickleball over the net from the non-volley zone line. Smash the pickleball within 3 feet of the right court's sideline. Do this 3 times then switch.

Cues: Follow Through to Opposite Knee
Eyes on the Pickleball
Contact above Head

Go to Task #6 When Completed

Smash Task Sheet #6



With your partner tossing the pickleball from the side (6+ feet in the air), smash the pickleball over the net from the non-volley zone line. Smash the pickleball within 3 feet of the left court's sideline. Do this 3 times then switch.

Cues: Follow Through to Opposite Knee
Eyes on the Pickleball
Contact above Head

Go to Task #7 When Completed

Smash Task Sheet #7

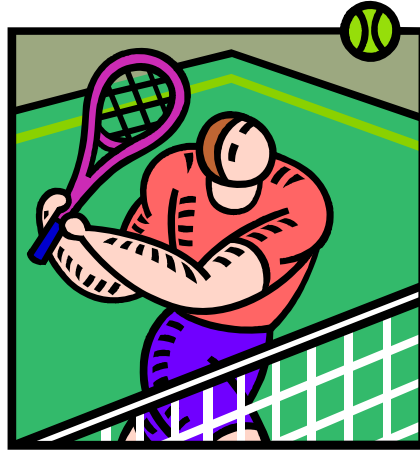


With your partner tossing from the side (6+ feet in the air), smash the ball over the net from the baseline. Do this 10 times then switch.

Cues: Follow Through to Opposite Knee
Eyes on the Pickleball
Contact above Head

Go to Task #8 When Completed

Smash Task Sheet #8

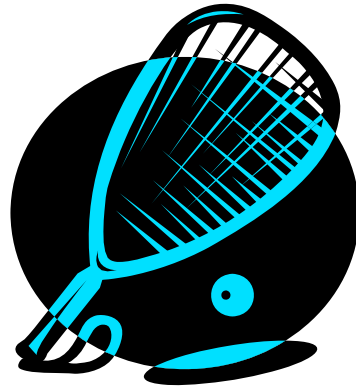


Have your partner hit a forehand/backhand lob shot to you, from the non-volley zone line smash the pickleball over the net. Do this 10 times then switch.

Cues: Follow Through to Opposite Knee
Eyes on the Pickleball
Contact above Head

Go to Task #9 When Completed

Smash Task Sheet #9



Have your partner hit a forehand/backhand lob shot to you, from the mid-court line smash the pickleball over the net. Do this 10 times then switch.

Cues: Follow Through to Opposite Knee
Eyes on the Pickleball
Contact above Head

Go to Task #10 When Completed

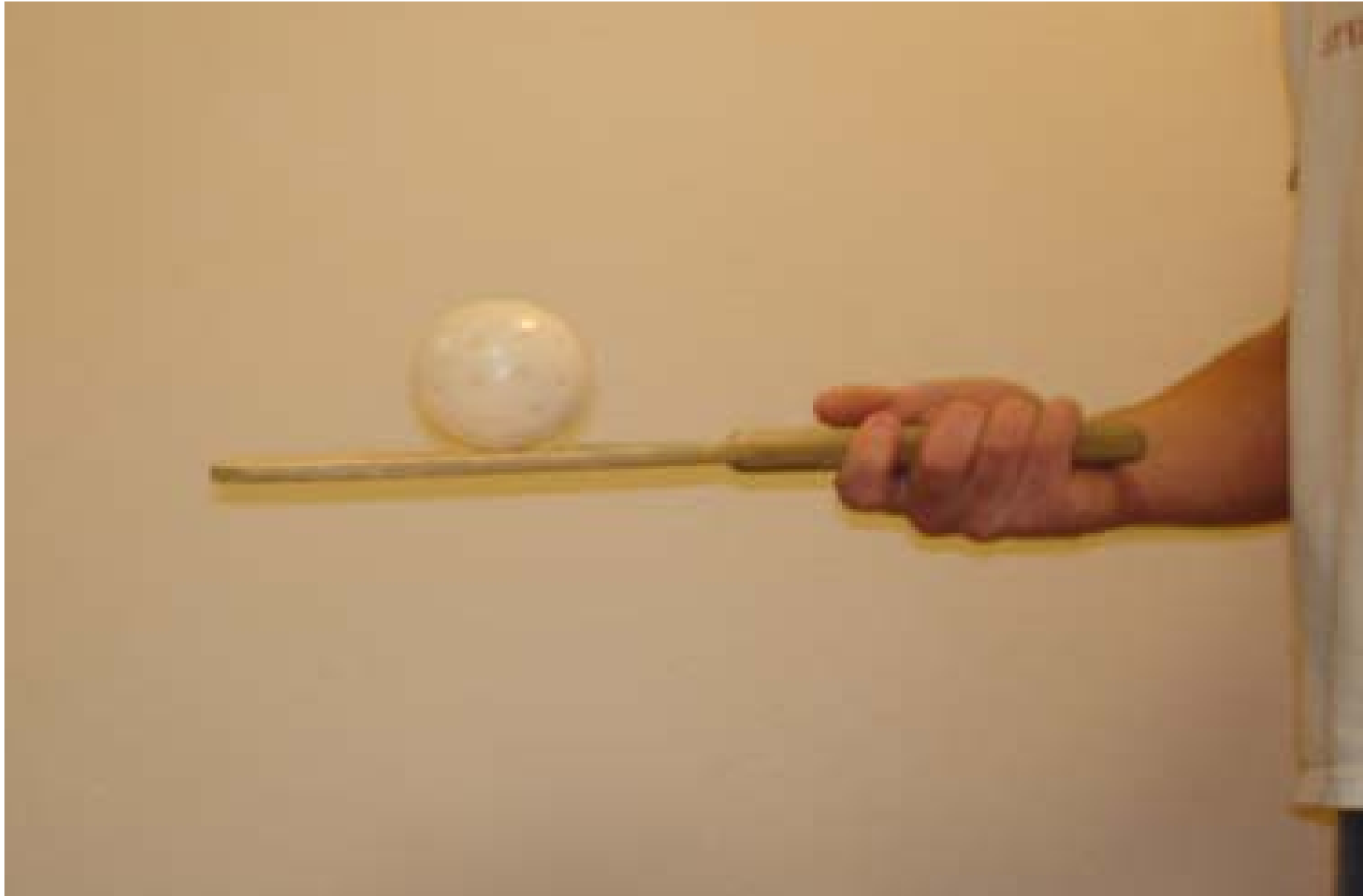
Smash Task Sheet #10



Have your partner hit a forehand/backhand lob shot to you, from the baseline smash the pickleball over the net. Do this 10 times then switch.

Cues: Follow Through to Opposite Knee
Eyes on the Pickleball
Contact above Head

Ball Control: Flat Paddle



Ball Control: Eyes on Pickleball



Ball Control: Shake Hands



Forehand Drive: Follow Through Across Body



Forehand Drive: Side To Target



Forehand Drive: Shake Hands



Backhand Drive: Side to Target



Backhand Drive: Shake Hands



Backhand Drive: Follow Through Across Body



Serving: Follow Through to Opposite Shoulder



Serving: Knees Bent & Side To Target



Serving: Follow Through to Opposite Shoulder



Serving: Knees Bent & Side To Target



Smash: Eyes On Pickleball



Smash: Contact Above Head



Smash: Follow Through To Opposite Knee



Resources

- Dr. Kirk Mathias
 - Provided information on progression of skills for pickleball.
 - Provided several tasks for skills in unit.
- <http://www.pickleball.com/>
 - This website was useful for the rules of pickleball.
- <http://www.jls.palo-alto.ca.us/>
 - This website provided a diagram of a pickleball court.
- Microsoft Clip Art
 - This program provided many pictures for our task sheets, syllabus, block plan, and cover page.

Equipment:

- 8 pickleball nets
- 8 pickleball courts
- 32 pickleball paddles
- 65 pickleballs
- 1 CD player
- 15 CDs of music appropriate for students
- 8 red jerseys
- 8 blue jerseys
- 10 beanbags
- 10 cones
- 200 balloons
- 150ft of wall space
- 32 hoops
- 2 100' rolls of masking/duct tape
- 5 rolls of electrical tape

Instructional Materials:

- 70 task sheets
- 50 pencils
- 20 skill charts
- 100 written assessment sheets
- 25 skill assessment sheets
- 40 syllabus'
- 30 lesson plans
- 225 task sheet checklists

Court

Products

- Paddles
- Balls
- Sets
- Nets
- Instructional Material



Pickle-Ball can be easily adapted to any small size, hard surface such as driveways, dead-end streets, playgrounds, parking lots, patios, or small gyms. Say good-bye to the sidelines and adapt the game to your hard surface. Thousands of families have been playing Pickle-Ball throughout the United States since 1972. Teenagers and young adults enjoy this game because you can set it up anywhere and it is the ideal game for learning racquet skills.

Court Dimensions: The court dimensions are identical to a doubles badminton court. The court dimensions are 20' x 44' for both doubles and singles

Net Height: The net is hung 36" on each end of the court and 34" in the middle

Non-Volley Zone: A non-volley zone extends 7' on each side of the net



Rules

Products

- Paddles
- Balls
- Sets
- Nets
- Instructional Material



When playing Pickle-Ball the serve must be hit underhand and each team must play their first shot off the bounce. After the ball has bounced once on each side then both teams can either volley the ball in the air or play it off the bounce. This eliminates the serve and volley advantage and prolongs the rallies. To volley a ball means to hit it in the air without first letting it bounce.

No volleying is permitted within the seven foot non-volley zone, preventing players from executing smashes from a position within the seven foot zone on both sides of the net. This promotes the drop volley or "dink" shot playing strategies, as Pickle-Ball is a game of shot placement and patience, not brute power or strength.

Both players on the serving team are allowed to serve, and a team shall score points only when serving. A game is played to eleven points and a team must win by two points. Points are lost by hitting the ball out of bounds, hitting the net, stepping into the non-volley zone and volleying the ball, or by volleying the ball before the ball has bounced once on each side of the net. Player positioning on the court for both singles and doubles and playing strategies are found in the rules and video tape that are included in your # 103 Portable Tournament Set.

The Serve: Players must keep one foot behind the back line when serving. The serve is made underhand. The paddle must pass below the waist. The serve is made diagonally cross court and must clear the non-volley zone. Only one serve attempt is allowed, except in the event of a let (the ball touches the net on the serve, and lands on the proper service court). Then, the serve may be taken over. At the start of each new game, the 1st serving team is allowed only one fault before giving up the ball to the opponents. Thereafter both members of each team will serve and fault before the ball is turned over to the opposing team. When the receiving team wins the serve, the player in the right hand court will always start play.

The Volley: To volley a ball means to hit it in the air without first letting it bounce. All volleying must be done with the player's feet behind the non-volley zone line.

Double Each team must play their first shot off the bounce. That

Bounce Rule: is, the first receiving team must let the served ball bounce, and the serving team must let the return of serve bounce before playing it. After the two bounces have occurred, the ball can be either volleyed or played off the bounce.

Faults:

- Hitting the ball out of bounds
- Not clearing the net
- Stepping into the non-volley zone and volleying the ball

The Court: The court dimensions are identical to a doubles badminton court. The court dimensions are 20' x 44' for both doubles and singles. The net is hung 36" on each end of the net and 34" in the middle. A non-volley zone extends 7' on each side of the net. There remains 15' on each side of the court. On each side, these 20' x 15' rectangles are further divided onto two equal rectangles measuring 10' x 15'. When laying out the court, allow adequate space at each end and sides of the court boundary lines for player movement. (Three to five feet on each end and one to two feet on the sides).

Pickle-Ball Inc. can provide court building instructions for building a multi-purpose game court or Sport Court®.

