

Table Tennis



Created by

James Harrison and Noah McCurdy

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PHYSICAL EDUCATION TABLE TENNIS



Instructors: James Harrison/ Noah McCurdy
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Purpose of the course:

This course will provide the students with an opportunity to learn how to play table tennis. Playing table tennis is a great way to have fun while still getting a good sweat going. This course is designed to equip the students with the basic skills to be able to play recreational or competitive table tennis outside of class. Overall this course will give the students a chance to improve or learn how to play table tennis effectively.

Course Objectives:

1. Learn how to effectively play table tennis by developing a serve, forehand and backhand.
2. Demonstrate understanding of the various techniques of table tennis such as different types of shots and grips.
3. Show improvement and skill development every day by meeting the objectives (i.e.) meeting the accuracy percentage for the day.
4. Learn the rules and strategies of table tennis. We will teach both offensive and defensive strategies while also incorporating rules into lessons.
5. To get the students passionate about table tennis so they will play on their own after this course.

Course Requirements:

1. Attending class and participating in all the activities. An extra emphasis is placed on being on time and being prepared to take part in the daily activity.
2. There may be outside assignments that will need to be turned in the next day at the beginning of class. Late assignments will be deducted 2pts each day thereafter.
3. All assignments must be typed unless otherwise noted.
4. The students should be courteous to their fellow students who are trying to learn. Also be respectful to the teachers because we are there for the students.

Required Materials: The students are required to wear athletic shorts/sweats, shoes/socks, and a t-shirt. If the students own a table tennis paddle you can use it in the class.

Assignments: There will be outside work such as web searches where the students will be challenged to locate information pertaining to the particular skill we taught that day.

Written quizzes: There will be three quizzes throughout the lesson that will be worth 20 points. Tests will be administered at the beginning of class.

Grading:

| | |
|------------------------------|------------|
| Attendance and participation | 120 points |
| Quizzes | 60 points |
| Outside assignments | 20 points |
| Total | 200 points |

Attendance: The students are expected to show up on time. Four points are awarded each day and a point will be taken away for tardiness or not being properly dressed.

Make ups: The students are allowed to make up missed class if they come in before or after school.

Grading Scale:

| | |
|----|----------------------|
| A | 186 points and above |
| A- | 180-186 points |
| B+ | 174-179 points |
| B | 166-173 points |
| B- | 160-165 points |
| C+ | 154-159 points |
| C | 146-153 points |
| C- | 140-145 points |
| D+ | 134-139 points |
| D | 120-133 points |
| F | 119 points and below |

Cheating: Cheating will not be accepted in this classroom. If a student is suspected of cheating their assignment will not receive a grade as well as receiving one warning. If the student is caught a second time they will automatically fail the class.

Table Tennis Block Plan

Noah McCurdy and James Harrison



| | | | | | |
|---|--|---|--|--|--|
| Day 1 Self Assessment Hand out syllabus | Day2 Striking the ball/ Grip | Day 3 Watching and tracking the ball | Day 4 Athletic Positioning | Day 5 Stance and Posture (Hips) | Day 6 Stance and Posture (Hips) |
| Day 7 Forehand striking | Day 8 Forehand topspin | Day 9 Forehand topspin | Day 10 Forehand topspin | Day 11 Forehand chopping Quiz 1 | Day 12 Forehand chopping |
| Day 13 Forehand chopping | Day 14 Backhand striking | Day 15 Backhand topspin | Day 16 Backhand topspin | Day 17 Backhand topspin | Day 18 Basic Serving (Forehand) Quiz 2 |
| Day 19 Basic Serving (Forehand) | Day 20 Basic Serving (Forehand) | Day 21 Complex Serving (Long Serve) | Day 22 Complex Serving (Backhand) | Day 23 Returning Serve | Day 24 Returning Serve Quiz 3 |
| Day 25 Slam Shots | Day 26 Slam shots | Day 27 Drop Shots | Day 28 Drop Shots | Day 29 Defensive Strategy | Day 30 Offensive Strategy |

**Central Washington University
Physical Education Teacher Ed. Program
Lesson Plan 1
Introduction to Table Tennis**

1. Objectives: (Specific, Behavioral, Assessable)

A. Students: By the end of class the students will have the knowledge of what they will be learning throughout the table tennis unit.
NASPE 1, 2,3,4,6 EALR 1.1 & 1.2

B. Instructors:

2. Equipment: (for a class size of twenty four students)

- 28 ping pong balls
- 24 paddles
- 12 tables
- 24 syllabi
- 24 assessments

Content Development*

| <p>Instant Activity: Hello everyone I don't want to throw all this information on you right away so we will play a little game to get warmed up. It is called "Intro to table tennis" and that requires everyone to find a partner and begin playing table tennis at one of the 12 tables.</p> | | | |
|--|---|--------------------|---------------------------|
| <p>Set Induction: Hi there class. Can anyone tell me what the second most popular sport in the world is? If you answered table tennis then you are correct. Table tennis is not as popular around the United States, but it is a renowned world wide game. I have the pleasure to be able to teach you the fundamental skills of table tennis. Hopefully over this course everyone will have improved and learned something new about table tennis.</p> | | | |
| MAF/Instructional Techniques | Extensions (Task Progressions) | Refinements (Cues) | Applications (Challenges) |
| Tables will be set up ready to go. | | | |
| <p>Informing Task: When I say go, I would like you to take a seat in the bleachers and take one of the syllabi that are going to be passed around.</p> | | | |
| Both the balls and the paddles will be on top of the tables. | <p>Discuss the syllabus:</p> <ul style="list-style-type: none"> • Course description • Course objectives • Course requirements • Grades and grading scale • Attendance • Make-ups | | |
| <p>After the game "Intro to table tennis" have the students sit in the bleachers ready to go over the course syllabi.</p> <p>Rule for today- When playing table tennis you must let the ball hit the table on your side before hitting it back.</p> | | | |

Informing Task: When I say **go**, I want you to get into pairs and go to a table with your partner. Once you go to the table you may play any game you want that involves hitting the ball back and forth. **GO!!**

Closure/Assessment:

Can everyone name something they know about table tennis? I would like to go around the circle and ask everyone one thing they know about table tennis.

**Central Washington University
Physical Education Teacher Ed. Program
Lesson Plan 2
Striking the Ball and Grip**

1. Objectives: (Specific, Behavioral, Assessable)

A. Students:

By the end of class, the students will be able to strike the ball with either the forehand or backhand when holding the paddle using one of the two grips provided. **NASPE 1, 2,3,4,6 EALR 1.1 & 1.2**

B. Instructors:

2. Equipment: (for a class size of twenty four students)

- 24 ping pong balls
- 24 paddles
- 12 tables

Content Development*

Instant Activity: Today we are going to find a partner and begin to rally back and forth for our warm up. Table tennis is a game that is based on rallying and winning points. Rallying is when you hit the ball back and forth. I would like each partner to pick up a paddle and only one ball between the two of you. Try whatever style or technique that is most comfortable for you.

Set Induction: Hello everyone, welcome to my class. How many people have played table tennis before? Has anyone seen killer spin on television? Killer spin is a televised show featuring table tennis professionals playing each other. Table tennis which is also known as ping pong, is a very popular sport that is spread wide across the world. It actually is the second most popular sport in the world. Today we are going to learn how to grip the paddle along with basic striking.

| MAF/Instructional Techniques | Extensions (Task Progressions) | Refinements (Cues) | Applications (Challenges) |
|--|--|--|--|
| <p>The tables will be set up prior to class with the paddles and balls on top of the table. Have the equipment spread out on the tables and easy to access.</p> | | | |
| <p>Informing Task: When I say go, I want you to find a partner, pick up a paddle, and one ball and then begin to hit the ball to each other. GO!</p> | | | |
| <p>Students will be partnered together on one table</p> <p>Show the class the correct grip. Be in the front of the class so to make sure that all the students will be able to see the demonstration.</p> <p>Explain the definition of a rally- When two or more people are hitting the ball back and forth to each other in succession.</p> | <p>I would like you to drop the ball in front of you and hit the ball across the net using the forehand strike.</p> <p>Have your partner toss you the ball across the net and return the toss with a forehand strike. When your partner tosses you the ball, make sure it is not too fast or low on the table.</p> | <p>Shake hands with the paddle as if you were shaking hands with someone. You want to keep your hand in the middle of the handle.</p> <p>The V-grip is another grip that is used and the diagram below shows the pointer finger and thumb on both ends of paddle edge.</p> | <p>See how many times you can pass the ball to one another.</p> <p>Try to hit as many rallies back and forth as you can in 1 minute this time.</p> |

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| <p>Teaching by Invitation- If the task is becoming too easy for certain groups you can challenge them by giving them the opportunity to hit the ball with any forehand technique.</p> <p>Pinpointing- Point out to the class 3 or more students who are performing the cues correctly. Have the students demonstrate for the class.</p> <p>Show the correct paddle angle</p> | <p>Now I want you to keep the ball below head level. This can be done by focusing on the cue about keeping a flat paddle*.</p> | <p>“Draw your sword” if the students are still not holding the paddle correctly have them place it under their opposite armpit. When they pull it out with their dominate hand explain that is how they should hold the paddle.</p> <p>*Strike the ball with the paddle perpendicular to the table creating a flat and flush surface face.</p> | <p>Now I would like you to try to keep a rally going for at least ten hits in a row.</p> |
| <p>Informing Task: When I say go, I want everyone to line up in a single file line and I will number you off for a doubles game. GO!!</p> | | | |
| | <p>Lastly, I want everyone to play a game using the cues we learned today for grip and remember to use a flat paddle to keep the ball from going high in the air.</p> | | |
| <p>Closure/Assessment: Why does choosing a grip so important to establish right away? Which grip did you like the best the handshake grip or the V-grip? I hope everyone is getting excited to start playing some more table tennis tomorrow!</p> | | | |

**Central Washington University
Physical Education Teacher Ed. Program
Lesson Plan 3
Watching and Tracking the Ball**

1. Objectives: (Specific, Behavioral, Assessable)

A. Students:

By the end of class, the students will be able to make contact with the ball the 70% of the time.

NASPE 1, 2,3,4,6 EALR 1.1 & 1.2

B. Instructors:

2. Equipment: (for a class size of twenty four students)

- 24 ping pong balls
- 24 paddles
- 12 tables

Content Development*

| <p>Instant Activity: Today we will play a game called “Marco Polo.” Has everyone heard of it? It will work like this: I will pick one or two students to be the people in the middle. We will play in a small area to make the game go quicker so we can rotate the tagger(s). The student in the middle or tagger must have their eyes closed and will be blindfolded. The “tagger(s)” will call out “Marco” and the people who are not it will reply with “Polo.” If you are tagged you are frozen for 15 seconds. The objective is to tag everyone.</p> | | | |
|---|--|---|---|
| <p>Set Induction: Can anyone tell me why this game was so difficult for the people who are in the middle? The reason it was so hard is because they can’t see where the other people are due to their eyes being closed. The same applies to table tennis. If you do not watch the ball your success rate of hitting the ball is going to be low just like we witnessed playing a game of Marco Polo.</p> | | | |
| MAF/Instructional Techniques | Extensions (Task Progressions) | Refinements (Cues) | Applications (Challenges) |
| <p>The tables will be set up prior to class with the paddles and balls on top of the table. Have the equipment spread out on the tables and easy to access.</p> | | | |
| <p>Informing Task: When I say go, I want you to find a partner, pick up a paddle, find a table and wait there for the next set of directions. GO!!</p> | | | |
| <p>Students will be partnered together on one table</p> <p>Show the class the correct grip. Be in the front of the class so to make sure that all the students will be able to see the demonstration.</p> <p>Explain the definition of a rally- When two or more people are hitting the ball back and forth to each other in succession.</p> | <p>I would like partner one to throw the ball over to partner two. Partner two will catch the ball and do the same for partner one.</p> <p>I would like you to throw it faster but make sure that the ball will be able to catch the ball.</p> <p>Using the same drill as before I would like you and your partner to hit the ball back to each other using only your hands (no paddles)</p> | <p>“Watch the ball” or “Keep your eyes on the ball.” Reiterate the fact that the only way you will be able to successfully return the ball.</p> | <p>See how many balls you can catch in a row when your partner tosses them to you. Switch after 1 minute.</p> |

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| <p>Show the class how you want the students to perform this drill. Make sure you are in a location where everyone can see.</p> | <p>Now we will incorporate our paddles. Try to make your partner work by hitting the ball on both sides of the body.</p> | | <p>See if you can make contact with the ball with your paddle 6 out of 10 times.</p> |
| <p>Informing Task: When I say go, I want you and your partner to begin hitting the ball back and forth to one another. GO!</p> | | | |
| <p>Teaching by Invitation- If the task is becoming too easy for certain groups you can challenge them by giving them the opportunity to hit the ball with any forehand technique.</p> <p>Pinpointing- Point out to the class 3 or more students who are performing the cues correctly. Have the students demonstrate for the class.</p> | <p>To make this a little more difficult try to use the whole table and make each other work to hit the ball.</p> <p>Try to incorporate both fast and slow speeds when hitting the ball to help practice improving your tracking of the ball.</p> | <p>“Keep your Paddle Flat.” Strike the ball with the paddle perpendicular to the table creating a flat and flush surface face.</p> <p>Keep your knees slightly bent. This will allow you to react quicker to the ball.</p> | <p>See if you can hit the ball 7 out of 10 times collectively with your partner.</p> <p>See how many times you can hit the ball to each other in a row in 2 minutes.</p> |
| <p>Closure/Assessment: Did everyone have a greater success hitting the ball while watching it? Why was that so? Watching the ball is essential in almost every activity. If you can't see it how do you expect to hit it? I look forward to moving on to stance and posture tomorrow.</p> | | | |

**Central Washington University
Physical Education Teacher Ed. Program
Lesson Plan 4
Athletic Position**

1. Objectives: (Specific, Behavioral, Assessable)

A. Students:

By the end of class, the students will be able to correctly demonstrate the proper athletic position using the following assessments.

- a) Knees slightly bent and over the toes
- b) On the balls of their feet
- c) Paddle up and ready at the hip level **NASPE 1, 2,3,4,6 EALR 1.1 & 1.2**

B. Instructors:

2. Equipment: (for a class size of twenty four students)

- 24 ping pong balls
- 24 paddles
- 12 tables

Content Development*

| <p>Instant Activity: Today we are going to find a partner and begin to rally back and forth for our warm up. Table tennis is a game that is based on rallying and winning points. I would like each partner to pick up a paddle and only one ball between the two of you. Rallying is when you hit the ball back and forth. Try whatever style is most comfortable for you.</p> | | | |
|--|---|---|--|
| <p>Set Induction: Can you quickly move in a certain direction by standing straight up? Some may think it is possible but you are actually quicker if you use the athletic position. Today we are going to be learning the steps that will help you be able to cover the court faster.</p> | | | |
| MAF/Instructional Techniques | Extensions (Task Progressions) | Refinements (Cues) | Applications (Challenges) |
| <p>The tables will be set up prior to class with the paddles and balls on top of the table. Have the equipment spread out on the tables and easy to access.</p> | | | |
| <p>Informing Task: When I say go, I want you to find a partner, pick up a paddle, and one ball and then begin to hit the ball to each other. GO!!</p> | | | |
| <p>Students will be partnered together on one table.</p> <p>Show the correct athletic position. Be in the front of the class so to make sure that all the students will be able to see the demonstration.</p> <p>Explain to the class that they will be learning the athletic position in several sections so that they will better understand its importance.</p> | <p>I would like partner one to throw the ball over the net to partner two. Partner two will work on keeping his or her knees bent during the return. Switch roles after a few minutes</p> | <p>“Watch the ball” if the students are having difficulty hitting the ball remind them to keep eye contact, possibly ask partners to slow down the toss.</p> <p>“Knees bent” by keeping your knees bent you are able to push off the opposite leg gaining more momentum to move in any direction.</p> | <p>See if you can keep your knees bent and over your toes the entire match. Count how many times you</p> |

| | | | |
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| | | | |
| Informing Task: When I say go , I would like you and your partner to go back to the table and demonstrate how to keep your knees bent. GO!! | | | |
| <p>Teaching by Invitation- If the task is becoming too easy for certain groups you can challenge them by giving them the opportunity to use the full athletic position and begin playing a game.</p> <p>Pinpointing- Point out to the class 3 or more students who are performing the cues correctly. Have the students demonstrate for the class.</p> | <p>I would like you and your partner to perform the same drill as earlier this time however I would like you to incorporate being on the balls of your feet while having your knees bent.</p> | <p>“Balls of your feet” This will give students the quickness they need to move from side to side.</p> | <p>See how far you can jump from side to side while in the athletic position.</p> |
| Informing Task: When I say go , I would like you to return to your table and demonstrate to me the correct positioning we have learned thus far. GO!! | | | |
| | <p>I would like partner one to hit the ball over the net to partner two. Partner two will work on keeping the racquet at around the hip level when waiting for the return and or serve. Switch roles after a few minutes.</p> | <p>“Paddle up” This will allow the students to hit the ball with more success because they will have a shorter distance when striking the ball.</p> | <p>See if you can return 6 out of 10 serves while focusing on an athletic position.</p> |
| Closure/Assessment: Why is a strong athletic position very important in table tennis? Tomorrow we will move on to stance that is focused on hip placement. | | | |

**Central Washington University
Physical Education Teacher Ed. Program
Lesson Plan 5
Opening the Hips During the Forehand/Stance**

1. Objectives: (Specific, Behavioral, Assessable)

A. Students:

By the end of class, the students will be able to use the correct hip movement when striking the ball by:

- a) point toe perpendicular with the table
- b) rotate at the trunk **NASPE 1, 2,3,4,6 EALR 1.1 & 1.2**

B. Instructors:

2. Equipment: (for a class size of twenty four students)

- 24 ping pong balls
- 24 paddles
- 12 tables

Content Development*

Instant Activity: Hello class! Today we will play “Freeze tag.” “Freeze tag” is a game involving chasers and people fleeing. The object of the game is to avoid being tagged. I will pick two or three of you to be the chasers and everyone else will scatter in the designated area. Once tagged you are frozen. To get unfroze a fleeing person must touch your shoulder.

Set Induction: When you watch Tiger Woods play golf where do you think the majority of his power comes from to drive the ball? In golf most of the power is generated on how fast the player can move their hips. Today we are going to be incorporating our hips into the game of table tennis.

| MAF/Instructional Techniques | Extensions (Task Progressions) | Refinements (Cues) | Applications (Challenges) |
|---|--|--|---|
| <p>The tables will be set up prior to class with the paddles and balls on top of the table. Have the equipment spread out on the tables and easy to access.</p> | | | |
| <p>Informing Task: When I say go, I want you to find a partner, pick up a paddle, and one ball and then begin to hit the ball to each other. GO!</p> | | | |
| <p>Students will be partnered together on one table.</p> <p>Show the class the correct demonstration for “pointing your toe”. Be in the front of the class so to make sure that all the students will be able to see the demonstration.</p> | <p>I would like partner one to hit the ball to the forehand side of partner two. Partner two will work on opening the hips by pointing the toe.</p> <p>Change the speeds at which you are serving the ball to your partner. Make it a game-like situation.</p> | <p>“Point your toe” When students are going to hit a forehand make sure they are opening their hips for the shot. This will allow them to generate more power.</p> <p>“Make an L” another version of “pointing your toe” explain to the class that if performed correctly you should have formed the letter “L” with your legs and body.</p> | <p>See how many times you can hit the ball over the net in 30 seconds while pointing the toe.</p> |

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|---|--|--|--|
| <p>Pinpointing- Point out to the class 3 or more students who are performing the cues correctly. Have the students demonstrate for the class.</p> | <p>If the server is having difficulty getting the ball over have the servers throw the ball to the partner.</p> | | |
| <p>Informing Task: When I say go, I would like you to go back to your tables and begin hitting the ball back and forth to one another working on opening your hips. GO!</p> | | | |
| | <p>When hitting to your opponent try to hit towards the back edge of the table so he or she has to move and open their hips at the same time</p> | <p>“Rotate to 90” after the students point the toe, rotate the hips 90 degrees without taking your eyes off the ball. This will allow the body to stay in the athletic position but allow for more power to be generated during the swing.</p> | <p>Try to return 7 out of 10 serves while using your hips.</p> |
| <p>Closure/Assessment: Can anyone name any of the cues we learned about stance today? If we follow these cues we can be successful at opening our hips and in turn be ready to move and play table tennis.</p> | | | |

**Central Washington University
Physical Education Teacher Ed. Program
Lesson Plan 6
Opening The Hips During The Backhand/ Stance**

1. Objectives: (Specific, Behavioral, Assessable)

A. Students:

By the end of class, the students will be able to use the correct hip movement when striking the ball by:

- a) rotate at the trunk
- b) cross foot over during **NASPE 1, 2,3,4,6 EALR 1.1 & 1.2**

B. Instructors:

2. Equipment: (for a class size of twenty four students)

- 24 ping pong balls
- 24 paddles
- 12 tables

Content Development*

Instant Activity: Today we will do an activity called” Jump and jog with partners.” This has 4 cones set up in a rectangle allowing for a decent amount of space. At each of the cones there will be a different jump rope technique in which to try. One partner will be jogging clockwise around the outside of the parameter while the other partner is jump roping inside the parameter of the square. Each station will be 45 seconds long and then you will switch places.

Set Induction: Who can tell me from yesterdays lesson why we incorporate our hips in table tennis? Today we are going to be focusing on using our hips during a backhand shot.

| MAF/Instructional Techniques | Extensions (Task Progressions) | Refinements (Cues) | Applications (Challenges) |
|--|--|--|--|
| <p>The tables will be set up prior to class with the paddles and balls on top of the table. Have the equipment spread out on the tables and easy to access.</p> | | | |
| <p>Informing Task: When I say go, I want you to find a partner, pick up a paddle, and one ball and then begin to hit the ball to each other. GO!!</p> | | | |
| <p>Students will be partnered together on one table.</p> <p>Show them the correct demonstration for “pointing your toe”. Be in the front of the class so to make sure that all the students will be able to see the demonstration.</p> | <p>I would like partner one to hit the ball to the back side of partner two forcing your partner to use a backhand. Partner two will work on opening the hips by pointing the toe.</p> | <p>“Cross over” When students are going to hit a backhand make sure they step across their body with the hitting side leg.</p> | <p>See how many times you can hit the ball over the net in 30 seconds while pointing the toe</p> |

| | | | |
|---|--|--|--|
| <p>Pinpointing- Point out to the class 3 or more students who are performing the cues correctly. Have the students demonstrate for the class.</p> | <p>Change the speeds at which you are serving the ball to your partner. Make it a game-like situation.</p> <p>If the server is having difficulty getting the ball over have the servers throw the ball to the partner.</p> | | |
| <p>Informing Task: When I say go I would like you to go back to your tables and begin hitting the ball back and forth to one another working on the cross over. GO!!</p> | | | |
| | <p>When hitting to your opponent, try to hit towards the back edge of the table so he or she has to move and open their hips at the same time.</p> | <p>“Rotate to 90” after the students point the toe, rotate the hips 90 degrees without taking your eyes off the ball. This will allow the body to stay in the athletic position but allow for more power to be generated during the swing.</p> | <p>Try to return 7 out of 10 serves while using your hips.</p> |
| <p>Closure/Assessment: Ask the students to name some of the cues to be successful at opening their hips during the backhand.</p> | | | |

**Central Washington University
Physical Education Teacher Ed. Program
Lesson Plan 7
Forehand Striking**

1. Objectives: (Specific, Behavioral, Assessable)

A. Students: By the end of class, the students will be able to make contact with the ball 80% of the time while using a forehand technique. **NASPE 1, 2,3,4,6 EALR 1.1 & 1.2**

a. After making contact the students will end with a distinct follow through.

b. Students will show be able to use one smooth motion from backswing to forward swing.

By the end of class, students will be able to name the four main steps of hitting a forehand. **NASPE 1, 2,3,4,6 EALR 1.1 & 1.2**

B. Instructors:

2. Equipment: (for a class size of twenty four students)

- 24 ping pong balls
- 24 paddles
- 12tables

Content Development*

| <p>Instant Activity: Now class, today we are going to begin with a warm-up activity called Air-pong. This requires everyone to find a partner and your own self space across the gym. I need everyone to pick up a paddle and a ball from the baseline and begin hitting one ping pong balls back and forth. The object of this activity is to keep the ball airborne as long as possible.</p> | | | |
|---|---|--|--|
| <p>Set Induction: Hello class how's your day going? Good. Raise your hand if you have seen a sidearm baseball pitcher. Well today we are going to work again on our forehand which is very similar to the sidearm pitching motion except we have paddles in our hands. We will learn the four basic steps needed to improve our forehand skill level.</p> | | | |
| MAF/Instructional Techniques | Extensions (Task Progressions) | Refinements (Cues) | Applications (Challenges) |
| <p>Have the equipment spread out across the baseline of the gym. Paddles on the ground while the balls will be in a bucket. The tables will be set up and ready to go also.</p> | | | |
| <p>Informing Task: When I say go, I want you to find a partner, pick up your paddles, find one ball, and begin hitting the ball to each other focusing on the forehand strike. Go!</p> | | | |
| <p>Students will be partnered together on one table</p> <p>Check for understanding about the 4 steps of a proper forehand</p> | <p>Have one partner toss the ball and the other partner returning the toss using a forehand strike.</p> | <p>Keep your elbow in while you rotate at the waist on your backswing. This is going to allow you to keep the paddle flat so the ball will travel in the correct path.</p> | <p>See how many forehand strikes you can accomplish in a row while rallying with your partner.</p> |
| <p>Teaching by Invitation-if the tasks are becoming too easy for groups you can ask them to experiment and try to find ways in which to place spin on the ball.</p> <p>Describe how to keep score-in order to score in table tennis</p> | <p>Have your partner hit the ball over to you and you must return the hit using a forehand strike.</p> <p>To make it a little more challenging, have one partner toss the ball to either side of you and have them return the ball only using the forehand.</p> | <p>Transfer your weight forward on your farthest foot away from your body and rotate on the forward swing. This will produce extra speed to the shot.</p> | <p>See how many forehand strikes you can do together with your partner in 2 minutes.</p> |

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| <p>your opponent must make a fault or you must hit the ball into the net. Each player has 5 attempts to serve in a row. After 5 serves the other player gets to serve 5 in a row. This will continue until one of the players reaches 20 in which case they will not be able to serve. The game goes to 21 and you must win by 2 or the game continues.</p> | | | |
| <p>Informing Task: When I say go, I would like you to begin rallying the ball back and forth keeping track of your points.</p> | | | |
| <p>Today's rule: If the ball bounces twice on your side, the opponent wins the point.</p> | | <p>Hit the ball at its highest point off the bounce. This will allow you to have the best angle when hitting the ball to the other side.</p> | <p>See if you are able to hit 8 out of 10 hits using the forehand strike.</p> |
| | | <p>Stroke through the ball on contact and finish your swing around chin level. This will allow you to recover quicker and be ready for the return.</p> | |
| <p>Closure/Assessment: Now who can tell me the 4 steps we go through in hitting a forehand? Everyone did a great job today and tomorrow we are going to learn how to put topspin on a forehand hit. See everyone tomorrow.</p> | | | |

**Central Washington University
Physical Education Teacher Ed. Program
Lesson Plan 8
Forehand Topspin**

1. Objectives: (Specific, Behavioral, Assessable)

A. Students: By the end of class, the students will be able to properly perform a forehand topspin with 70% accuracy by demonstrating how to:

a. graze the ball

b. snap the wrist **NASPE 1, 2,3,4,6 EALR 1.1 & 1.2**

B. Instructors:

2. Equipment: (for a class size of twenty four students)

- 24 ping pong balls
- 24 paddles
- 12 tables

Content Development*

| <p>Instant Activity: When I say go I would like you to pick up a paddle and a ball and spread out across the gym. Place the ball on your paddle and begin walking around the gym balancing the ball on the paddle. When I say switch I want you to find the person closest to you and pass the ball of to them trying not to drop either ball.</p> | | | |
|---|--|--|---|
| <p>Set Induction: Good morning class how was everyone's day yesterday? Raise your hand if you have ever hit a ball and it dropped to the ground rather quickly. This phenomenon is called topspin. Today we are going to be working on creating our own topspin with our paddles.</p> | | | |
| MAF/Instructional Techniques | Extensions (Task Progressions) | Refinements (Cues) | Applications (Challenges) |
| <p>Have the tables set up ready for use. Spread out the paddles and ping pong balls on the table so there is no wasted time getting equipment.</p> | | | |
| <p>Informing Task: When I say go, I want you to find a partner, pick up a paddle, and one ball and then begin to rally back and forth together on one of the tables focusing on producing topspin. Go!</p> | | | |
| <p>Students will be partnered together on one table</p> <p>Check for understanding: throughout the lesson check to see if the students understand and can demonstrate knowledge of the cues.</p> | <p>Have one partner toss the ball across the net to the other partner and have them return the ball using topspin.</p> | <p>When hitting the ball imagine that you are performing a jumping jack. You use part of the motion when striking the ball to help generate topspin.</p> | <p>See how many times you can hit the ball over the net using topspin.</p> |
| <p>Teaching by Invitation: invite the students to switch partners so they have more of a challenge.</p> <p>Pinpointing: ask some of the students who have a firm understanding of the topspin to perform for the rest of the class.</p> | <p>Begin rallying the ball back and forth while taking turns applying topspin.</p> | <p>Hit the ball on the top part of the paddle. When striking the ball have the paddle facing downwards at a 45 degree angle. This will cause the ball to fall at a downwards angle</p> | <p>See if you can successfully hit 5 topspin shots in a span of one minute.</p> |

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| Informing Task: When I say go , I would like you and your partner to begin playing a game. GO!! | | | |
| | | Keep your wrist loose when performing the topspin so that it will give you a greater success rate at completing the topspin. When striking the ball you need to rotate your wrist like you are turning a doorknob this will create topspin | See if you can successfully perform 7 out of 10 forehand topspins |
| | | "Graze the ball" the quicker you strike the ball with the paddle the more momentum the topspin will have allowing the ball to drop at a faster rate. | |
| Closure/Assessment: What are some techniques needed to successfully hit a forehand topspin? | | | |

**Central Washington University
Physical Education Teacher Ed. Program
Lesson Plan 9
Forehand Topspin**

1. Objectives: (Specific, Behavioral, Assessable)

A. Students: By the end of class, the students will show improvement using the topspin forehand approach by hitting 75% of their shots over the net effectively.

a. Students will show even more improvement on grazing the ball.

b. Students will create more torque when snapping the wrist. **NASPE 1, 2,3,4,6 EALR 1.1 & 1.2**

B. Instructors:

2. Equipment: (for a class size of twenty four students)

- 24 ping pong balls
- 24 paddles
- 12 tables

Content Development*

Instant Activity: Now we are going to play a game called Iron pong. It involves 3 people to a table and you will definitely get your exercise in for today. Two players (players 1 and 2) will be facing each other on the opposite sides of the table. The third player (player 3) will line up on the side parallel with the net. The game will start with player 1 hitting the ball across the table to player 2. Then player 2 will hit it back across the table and player 3 will have to run and hit it back. The key is to keep the ball going back and forth over the net as long as possible.

Set Induction: Hello class how is everyone? Has anyone here seen an old fashioned pitching machine? Pitching machines involve levers and today we are going to use our levers also known as arms. We will continue developing our forehand topspin skill.

| MAF/Instructional Techniques | Extensions (Task Progressions) | Refinements (Cues) | Applications (Challenges) |
|--|--|---|---|
| <p>Have the tables set up so they are ready before class. The paddles and the balls need to be lying on top of the tables.</p> | | | |
| <p>Informing Task: When I say go, I want you to find a partner who is wearing a different colored shirt than you and go to the table and begin rallying to each other. GO!!</p> | | | |
| <p>Students will be partnered together on one table</p> <p>Check for understanding: throughout the lesson check to see if the students understand and can demonstrate knowledge of the cues</p> | <p>Have your partner throw the ball to you and return the toss by using topspin</p> | <p>“Snap the wrists” remember that to produce topspin to your shot your wrists need to be loose so you can rotate quickly.</p> | <p>See how many topspins they can perform in 3 minutes.</p> |
| <p>Teaching by Invitation: invite the students to switch partners so they have more of a challenge.</p> <p>Pinpointing: ask some of the students who have a firm</p> | <p>Have your partner hit the ball to you with little or no spin on the ball and return the shot by applying topspin.</p> | <p>Remember in order to produce topspin you need to follow the same techniques that were taught in the previous lesson such as:</p> <ul style="list-style-type: none"> • Imagine jumping jacks • Graze the ball | <p>See if you can successfully accomplish 7 out of 10 forehand topspins</p> |

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| <p>understanding of the topspin to perform for the rest of the class.</p> | | <ul style="list-style-type: none"> • Hit the ball at the top of the paddle • The paddle is downwards at 45 degrees | |
| <p>Informing Task: When I say go, I would like you and your partner to find another group and begin playing a doubles games. GO!!</p> | | | |
| <p>Explain the rules of a doubles game-explain during service the ball must travel diagonally to the other opponent. All the same rules apply from a singles game.</p> | <p>Have your opponent place topspin on the ball. Return the ball using topspin as well.</p> | | <p>See how many topspins you and your partner can incorporate in the doubles game.</p> |
| <p>Closure/Assessment: Can everyone name all the forehand cues?</p> | | | |

**Central Washington University
Physical Education Teacher Ed. Program
Lesson Plan 10
Forehand Topspin**

1. Objectives: (Specific, Behavioral, Assessable)

A. Students: By the end of class, the students will show improvement using the topspin forehand approach by hitting 80% of their shots over the net effectively.

a. Students will show even more improvement on grazing the ball.

b. Students will create more torque when snapping the wrist. **NASPE 1, 2,3,4,6 EALR 1.1 & 1.2**

B. Instructors:

2. Equipment: (for a class size of twenty four students)

- 24 ping pong balls
- 24 paddles
- 12 tables

Content Development*

| <p>Instant Activity: Seeing how everyone loved Iron pong we will play it again today. As a review it involves 3 people to a table and you will definitely get your exercise in for today. Two players (players 1 and 2) will be facing each other on the opposite sides of the table. The third player (player 3) will line up on the side parallel with the net. The game will start with player 1 hitting the ball across the table to player 2. Then player 2 will hit it back across the table and player 3 will have to run and hit it back. The key is to keep the ball going back and forth over the net as long as possible.</p> | | | |
|---|---|---|---|
| <p>Set Induction: Hey class! Today we will be finishing up on our forehand topspin. We will try to improve even more than we have before and if we put in the effort I think we can achieve our goal.</p> | | | |
| MAF/Instructional Techniques | Extensions (Task Progressions) | Refinements (Cues) | Applications (Challenges) |
| <p>Have the tables set up so they are ready before class. The paddles and the balls need to be lying on top of the tables.</p> | | | |
| <p>Informing Task: When I say go, I want you to find a partner who is wearing a same colored shirt than you and go to the table and begin rallying to each other. GO!!</p> | | | |
| <p>Students will be partnered together on one table</p> <p>Check for understanding: throughout the lesson check to see if the students understand and can demonstrate knowledge of the cues</p> | <p>Now I want each shot taken to be involving some degree of topspin. If you would like you can also increase the speed.</p> <p>Now I want everyone to try to hit the ball across their body to the side opposite of contact.</p> | <p>“Snap the wrists” remember that to produce topspin to your shot your wrists need to be loose so you can rotate quickly.</p> | <p>See if you can hit 8 topspin shots over the net out of ten.</p> |
| <p>Teaching by Invitation: invite the students to switch partners so they have more of a challenge.</p> <p>Pinpointing: ask some of the students who have a firm understanding of the topspin to perform for the rest of the class.</p> | <p>Now I want everyone to try to hit the ball to the back part of the table.</p> <p>Now try to hit the ball right over the net.</p> | <p>Remember in order to produce topspin you need to follow the same techniques that were taught in the previous lesson such as:</p> <ul style="list-style-type: none"> • Imagine jumping jacks • Graze the ball • Hit the ball at the top of the paddle • The paddle is downwards at 45 degrees | <p>See how many times you can hit the all to the back part of the table in 30 seconds.</p> <p>See how many times you can hit the ball right over the net in 30 seconds.</p> |

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| Informing Task: When I say go , I would like you and your partner to play a one versus one game to 21. GO!! | | | |
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| Closure/Assessment: Now that we have ourselves adept at the topspin for forehand tomorrow we will move on to chopping a forehand shot. I will be looking forward to it as should you. It will be fun and challenging. | | | |

**Central Washington University
Physical Education Teacher Ed. Program
Lesson Plan 11
Forehand Chopping**

1. Objectives: (Specific, Behavioral, Assessable)

A. Students: By the end of class, the students will be able to correctly demonstrate the skills needed to perform a successful forehand chop by applying such techniques as having the face of the bat at an open 45 degree angle, as well as snapping your wrist at a 70% success rate. **NASPE 1, 2,3,4,6 EALR 1.1 & 1.2**

B. Instructors:

2. Equipment: (for a class size of twenty four students)

- 24 ping pong balls
- 24 paddles
- 12 tables
- 24 Polyspots

Content Development*

| <p>Instant Activity: Today we are going to begin the class with an activity called “I have.” The students will all be standing on a polyspot and the polyspots will form circle. The teacher will be standing in the middle of the circle and begin the activity by stating something he/she has done before. If a student has done a certain activity they will move to a different polyspot except for those polyspots next to them. The person who has no polyspot to stand on will go to the middle and say something different that they have experienced (i.e. rode a bike).</p> | | | |
|---|--|---|---|
| <p>Set Induction: Hello class, how is everyone doing today? Has anyone ever chopped wood before? Chopping wood can be fun and chopping is a term we use in table tennis. We won’t have to worry about getting seriously hurt playing table tennis, but we are going to add another skill that will make us good players.</p> | | | |
| MAF/Instructional Techniques | Extensions (Task Progressions) | Refinements (Cues) | Applications (Challenges) |
| Have the tables set up and ready prior to class. The paddles and balls will be on top of the tables. | | | |
| <p>Informing Task: When I say go, I want everyone to find a partner, one ball, a paddle, and a table and wait for my demonstration of a correct forehand chop. GO!!</p> | | | |
| Have 14 ping pong balls tied with string | Using the ping pong balls with string attached to them have one partner hold the ball in front of the performer and have them practice striking the ball with the forehand chop. | When making contact with the ball the paddle should come down at a slanted open faced 45 degree angle. This will cause the ball to have sidespin. | See if you can hit the ball 7 out of 10 times using a forehand chop |
| Have 28 poly spots set up in a circle in the gym. | Have one partner throw the ball over the net to the other partner, after one bounce have them return the toss using a chop | Place your fingers at the base of the face of the paddle | Now we will try to hit the ball 5 times in a row using the forehand chop and your partner will hit it back to you with a normal forehand. |
| <p>Informing Task: When I say go, I would like you to begin playing a game with your partner practicing all the techniques we have learned up to this point. GO!!</p> | | | |
| Checking for understanding-the forehand chop is difficult to grasp for many. Make sure the students understand how to hit the ball correctly. | Throw the ball up to yourself and hit the ball across the net to your partner using the forehand chop. | “Snap your wrists” the faster you snap your wrists when making contact with the ball the more spin will be placed on the ball | Now I want to see how many times you and a partner can incorporate a forehand chop while rallying. |

Closure/Assessment:

Who here will be able to identify the cues given during the lesson?

**Central Washington University
Physical Education Teacher Ed. Program
Lesson Plan 12
Forehand Chopping**

1. Objectives: (Specific, Behavioral, Assessable)

A. Students: By the end of class the students will be able to name the four different cues needed for forehand chopping.

By the end of class the students will be able to hit a forehand chop over the net with 75 percent accuracy.

NASPE 1, 2,3,4,6 EALR 1.1 & 1.2

B. Instructors:

2. Equipment: (for a class size of twenty four students)

- 24 ping pong balls
- 24 paddles
- 12 tables

Content Development*

| <p>Instant Activity: First off we are going to get warmed up doing an activity called 'Extreme Paddle'. This activity will have everyone in pairs and each student will have a paddle. Both pairs will bend their knees and support the paddle with a finger on the floor. The paddle head will be perpendicular with the floor and when both partners are ready they will let go and run to catch their partners paddle before it falls on the ground. Start off close and extend according to success rate.</p> | | | |
|--|--|---|---|
| <p>Set Induction: Hello everyone. How many of you know what a chop can do to a ball? A ball can be curved and slowed down using a chop. We are going to focus again on a forehand chop and we will progressively increase our skills with this practice.</p> | | | |
| MAF/Instructional Techniques | Extensions (Task Progressions) | Refinements (Cues) | Applications (Challenges) |
| Have the tables set up and ready prior to class. The paddles and balls will be on top of the tables. | | | |
| <p>Informing Task: When I say go, I want you to find a partner and begin rallying the ball back and forth incorporating the forehand chop. GO!!</p> | | | |
| Have 14 ping pong balls tied with string | Using the ping pong balls with string attached to them have one partner hold the ball in front of the performer and have them practice striking the ball with the forehand chop. | When making contact with the ball the paddle should be nearly vertical with just a slight opening of the paddle. This will produce backspin to your shot. | Now we are going to see how many forehand chops we can complete in three minute with a partner. |
| Teaching by Invitation: If you would like you can begin snapping your wrists harder using a forehand chop to increase difficulty for a return. | Have one partner throw the ball over the net to the other partner, after one bounce have them return the toss using a chop. | "Brush the ball" also known as grazing the ball, depending how hard or soft you graze the ball will determine how much spin you will have on the ball. | Now we are going to try to complete 7 out of 10 shots using a forehand chop. |
| <p>Informing Task: When I say go, I would like you to begin playing a game with your partner practicing all the techniques we have learned up to this point. GO!!</p> | | | |
| Check for understanding- during the lesson check multiple times on the student's knowledge assessing if they understand how the chop is to be performed. | Perform the same drill this time have them return the ball over the net using no bounce. | "Snap your wrists" the faster you snap your wrists when making contact with the ball the more spin will be placed on the ball | During the game try to achieve at least 5 chops. They can either be offensive or defensive shot |

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| Pinpointing- during this lesson students must feel that this task is achievable. Have 3 or more students who can successfully achieve the forehand chop demonstrate for the rest of the class. | Throw the ball up to yourself and hit the ball across the net to your partner using the forehand chop. | | |
| Closure/Assessment: Who will describe some of the difficulties you encountered with the chop? Please give your opinion if you improved or not and why. | | | |

**Central Washington University
Physical Education Teacher Ed. Program
Lesson Plan 13
Forehand Chopping**

1. Objectives: (Specific, Behavioral, Assessable)

A. Students: By the end of class, the students will be able to perform a backhand strike over the net with 70% accuracy while snapping their wrists and keeping their eyes on the ball. **NASPE 1, 2,3,4,6 EALR 1.1 & 1.2**

B. Instructors:

2. Equipment: (for a class size of twenty four students)

- 24 Ping Pong Paddles
- 24 Ping Pong Balls
- 12 Tables

Content Development*

| <p>Instant Activity: Today we will play “Frisbee tag.” This is a game of fleeing and chasing. Two of you will be taggers. The rest of you will avoid being tagged while trying to keep the Frisbee on top of your head. If you are tagged and or your Frisbee falls off of your head, you must exit the playing area and perform 5 mountain climbers before returning.</p> | | | |
|--|---|--|--|
| <p>Set Induction: Today we are going to move on and talk about the backhand. Why do people think that a backhand is important to use in a game? Well, a backhand gives your opponent a different look (usually spin and speed) and it allows you to hit shots that you normally could not get with your forehand. We will learn the basic stroke today and over the next week or so we will slowly improve it while moving on to harder backhand shots.</p> | | | |
| MAF/Instructional Techniques | Extensions (Task Progressions) | Refinements (Cues) | Applications (Challenges) |
| <p>Have the tables set up ready for use. Spread out the paddles and ping pong balls on the table so there is no wasted time getting equipment.</p> | | | |
| <p>Informing Task: When I say go, I want you and your partner to pick up a ball, a paddle, and then rally back and forth on your table. When rallying hit the ball where it is. This means do not move so you can hit a forehand when it is a backhand set up. GO!</p> | | | |
| <p>Pinpoint the students that keep their ‘eyes like a hawk’ when watching the ball.</p> | <p>Now when you are rallying focus on hitting the ball to your partner’s backhand side as much as possible.</p> | <p>‘Keep your eyes on the ball’ keep your eyes on the ball and watch the ball hit your paddle.</p> | <p>See how many times you can hit the ball to your partner’s backhand with either shot (forehand or backhand).</p> |
| <p>Teaching by Invitation- See extension to the right</p> | <p>This time if you would like to you can hit the ball with your backhand to the back half of the table specifically.</p> | <p>Be in the ready position: Even distribution of weight and knees bent.</p> | <p>Try to hit the ball over the net with your backhand seven out of ten times with your partner.</p> |

Informing Task:

When I say **go**, I want you to now find a different partner and play a little game. The goal of the game is to keep the ball in play as much as possible. The catch is the first person to hit ten backhands in play wins. GO!

| | | | |
|---|---|--|--|
| While playing the game remind the students to focus on the specific cues. | Now I want everyone to try to hit the ball with your backhand to the right or left side of the table. Choose a side and aim for it. The white line in the middle will determine how you do. | Bring the paddle back and across your body and make contact with the ball at 45 degrees. While you are back-swinging your hips rotate so that you are turned to your side. On contact you will end up back to your original point. | Now I want you to add to the game. The first person to hit 20 backhand hits over the net wins. |
| Today's Rule- A point is lost if you hit the ball before it bounces. | | Finish the swing with a follow through. Your paddle should be around the shoulder level. After your follow through end up back into a ready position. | |

Closure/Assessment:

Now that we have a basic idea of what a backhand feels like we will move on to a backhand strike that uses topspin the next couple days.

**Central Washington University
Physical Education Teacher Ed. Program
Lesson Plan 14
Backhand Striking**

1. Objectives: (Specific, Behavioral, Assessable)

A. Students: By the end of class the students will be able to strike the ball backhanded over the net with 80% accuracy.

NASPE 1, 2,3,4,6 EALR 1.1 & 1.2

B. Instructors:

2. Equipment: (for a class size of twenty four students)

- 24 ping pong balls
- 24 paddles
- 12 tables
- 4 pennies

Content Development*

Instant Activity: Today we are going to start off with a game called sharks and minoes. It involves two to four taggers (sharks) who are trying to tag the rest of the class (minoes). Once a shark tags a minoe they become seaweed and cannot move their feet but can move the rest of their body. The remaining minoes have to avoid the sharks and the seaweed or else they will become seaweed themselves. The game will last for 10 turns or until there are no minoes left remaining. After the game ends you can pick two to four new sharks.

Set Induction: Hello class. How many people have ever backhanded something before? Well people need to be able to use their hands and arms in many different directions to function fluently. A backhand in table tennis is very important because at times a person does not have time to always hit the ball with their forehand. A backhand is used in defense a lot of the time but it also can be tuned in as an offensive tool. Today we are going to work on basic backhand striking and progressively increase our understanding and skill needed for a backhand.

| MAF/Instructional Techniques | Extensions (Task Progressions) | Refinements (Cues) | Applications (Challenges) |
|---|--------------------------------|--------------------|---------------------------|
| Have the tables set up ready for use. Spread out the paddles and ping pong balls on the table so there is no wasted time getting equipment. | | | |

Informing Task: When I say **go**, I want everyone to group around the table and watch my example of how to perform a proper forehand strike. When I finish the example I want you to go to a ping pong ball on string and begin hitting it with a backhand stroke. GO!

| | | | |
|--|--|--|--|
| Have 28 ping pong balls tied with string | Try to hit the ball before it passes your stomach level. Hit the ball near the top of its peak if possible. If you try to hit the ball when it is very low it is likely you will pop the ball up or hit it into the net. | Bring the paddle back to your stomach at around table level. | Now I want your partner to bounce you the ball and I want you to hit it back backhanded. Count how many backhand hits you can success hit over the net. Switch roles after ten bounces |
|--|--|--|--|

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|--|---|--|--|
| | Keep the ball down below your head on contact. You want to do this because if you keep a ball up it gives your opponent a better chance of hitting a powerful return. | Keep the paddle straight when bringing the paddle forward. | Now I would like to see how many times you and your partner can hit a backhand over the net. |
|--|---|--|--|

Informing Task: When I say **go**, I would like you to begin playing a game with your partner focusing on hitting a backhand to your partner's backhand. GO!

| | | | |
|--|---|---|--|
| | Try to hit the ball on the side of the table you are aiming at. Remember to line up to where you want the ball to end up. | At contact snap your wrist through the ball and extend your arm for the follow through. | I want you to see how many times you can hit the opposite side of the table with a backhand hit while rallying with your |
|--|---|---|--|

| | | | |
|---|--|---|----------|
| | | | partner. |
| | | When aiming for an area, focus and turn your body towards the target. | |
| Closure/Assessment: Now that we have learned how to hit a basic backhand strike we will keep practicing. Tomorrow I will ask what cues we learned today. | | | |

**Central Washington University
Physical Education Teacher Ed. Program
Lesson Plan 15
Backhand Topspin**

1. Objectives: (Specific, Behavioral, Assessable)

A. Students: At the end of class, the students will know the correct techniques for a backhand that has topspin and hit it over the net with 70% accuracy. **NASPE 1, 2,3,4,6 EALR 1.1 & 1.2**

B. Instructors:

2. Equipment: (for a class size of twenty four students)

- 28 Ping Pong Balls
- 24 Paddles
- 12 Tables
- 28 strings with ping pong balls attached
- 2 pennies

Content Development*

Instant Activity: We will play a warm-up activity called “crabmania.” To begin the game we will need to select two tagger’s and give them pennies. We will play in the designated an area in the gym to be the ocean using cones. When the music begins the crabs must crabwalk around the room trying to tag the fish. The fish (other students) will be walking within the boundaries. When the music stops the fish must freeze but the crabs can still move. Once the music begins the fish can start moving again. Once you are tagged you become a cab. The object is to capture all the fish.

Set Induction:
Hello class. How many people remember a cue from yesterday’s lesson? Good. We will be working on backhand specifically for a good period of time so we will se improvement along the way. Today, we are going to try to improve our backhand striking and work our way into using topspin.

| MAF/Instructional Techniques | Extensions (Task Progressions) | Refinements (Cues) | Applications (Challenges) |
|---|--|---|--|
| Spread out the equipment across the tables and make it easy to access. | | | |
| Informing Task: When I say go , I want everyone to go to the ping pong balls on the strings after you have picked up paddle and begin hitting it using a backhand approach. GO! | | | |
| 28 Ping Pong balls hanging on string | Both you and your partner should practice on hitting the ball to various locations on the table. | <p>Make a 90 degree angle with your arm on the backswing and rotate forward keeping the paddle straight.</p> <p>Use your wrists and arms to hit the ball. Try to keep your shoulders, waists, and legs stationary when stroking the ball.</p> | See if how many times you can hit a ball backhanded without hitting it into the net or over the table. |
| | Try to keep the ball below the head level when making contact. | Stroke the ball in the middle for a more solid hit. For more topspin stroke the ball towards the edge of the paddle. | See how many times you and your partner can hit backhand strokes to each other in a row. |

Informing Task:
When I say **go**, if you would like you can begin trying to hit a topspin backhand. GO!!

| | | | |
|---|--|--|---|
| | See if you can hit the ball alternating sides of the table. | Snap the wrist when making contact and extend your arm outwards. | Try to keep the ball going back and forth hitting the ball backhanded ten times before failure. |
| | Try to hit the ball with your backhand over the net using topspin only | Stroke the ball in front of your body not from the side. | Try to hit a topspin backhand over the net five times out of ten. |
| <p>Informing Task: When I say go, I want you to get with your partner and practice rallying using a normal backhand and a backhand topspin hit. GO!</p> | | | |
| | Get closer to the table so you can hit the ball before it passes your stomach level. | | |
| <p>Closure/Assessment: Now I will check for understanding by reviewing and asking you about the new cues we have covered today.</p> | | | |

**Central Washington University
Physical Education Teacher Ed. Program
Lesson Plan 16
Backhand Topspin**

1. Objectives: (Specific, Behavioral, Assessable)

A. Students: By the end of class, the students will be able to hit a backhand topspin with 75% accuracy.

By the end of class, the students will be able to rally back and forth while using both topspin and regular backhand techniques. **NASPE 1, 2,3,4,6 EALR 1.1 & 1.2**

B. Instructors:

2. Equipment: (for a class size of twenty four students)

- 28 Ping Pong Balls
- 24 Paddles
- 12 Tables
- 24 strings with ping pong balls attached
- 4 pennies

Content Development*

Instant Activity:

Today we are going to warm-up with a game called Mr. Octopus. This game involves three to four taggers who are holding hands and working together to try and tag the rest of the class. The taggers will be lined up in the middle and can only move side to side. The goal for the rest of the class is to dodge the Octopus and reach the other side safely. If time permits we can switch taggers and play twice.

Set Induction:

Hello class. Does anyone know why a backhand is an important shot? It is important because a person can only move so fast to hit a forehand shot. When a player has more than one option it gives more opportunities to succeed. It also can give the opponent different looks at spin and speed which will be difficult for them.

| MAF/Instructional Techniques | Extensions (Task Progressions) | Refinements (Cues) | Applications (Challenges) |
|--|--------------------------------|--------------------|---------------------------|
| Spread out the equipment across the tables and make it easy to access. | | | |

Informing Task:

When I say **go**, I want everyone to pick up their paddles and head over to a hanging ping ball. Once you get there begin striking it working on backhand topspin. GO!

| | | | |
|--------------------------------------|---|---|---|
| 28 Ping Pong balls hanging on string | Drop the ball to yourself and strike the ball with your backhand utilizing topspin. | <p>Make a 90 degree angle with your arm on the backswing and rotate forward keeping the paddle straight.</p> <p>Use your wrists and arms to hit the ball. Try to keep your shoulders, waists, and legs stationary when stroking the ball.</p> | Now see how many times you can hit the ball over the net using topspin in one minute. |
| | Have your partner toss the ball over the net to you and strike the ball with your backhand focusing on topspin and switch after ten | Stroke the ball in the middle for a more solid hit. For more topspin stroke the ball towards the edge of the paddle. | Now try to hit five backhand strikes in a row using topspin over the net. |

| | | | |
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| | hits. | | |
| Informing Task: When I say go , I want you to find a partner and then get with another pair and begin rallying focusing on the backhand strike and topspin. GO! | | | |
| | When rallying only hit the ball with your backhand. | Snap the wrist when making contact and extend your arm outwards. | Now try to hit a topspin backhand over the net seven times out of ten and then switch with your partner. |
| | | Stroke the ball in front of your body not from the side. | |
| Closure/Assessment: Now that we have done two days working on topspin backhands I want you to be ready to name the steps needed for a correct strike tomorrow. | | | |

**Central Washington University
Physical Education Teacher Ed. Program
Lesson Plan 17
Backhand Topspin**

1. Objectives: (Specific, Behavioral, Assessable)

A. Students: By the end of class, the students will be able to hit a backhand topspin with 80% accuracy.

By the end of class, the students will be able to hit a topspin backhand in a game situation.

NASPE 1, 2,3,4,6 EALR 1.1 & 1.2

B. Instructors:

2. Equipment: (for a class size of twenty four students)

- 24 Ping Pong Balls
- 24 Paddles
- 12 Tables
- 3 soft volleyballs

Content Development*

| <p>Instant Activity: Now we are going to an activity called PlankBall. This game has the class separated into two teams and everyone needs to be in a push-up position. There will be one ball and the key is to get it past the line of the other team. The ball can only be hit with one hand while the other hand must remain intact with the ground. First team to three wins and then you can play again after a short rest.</p> | | | |
|--|--|---|--|
| <p>Set Induction: Good morning class who can tell me why it is important to use the topspin backhand approach? It is different than a normal backhand and it causes the opponent to be off guard at times. The opponent will have trouble knowing what will come to them next when you have many tools you can use at any time. This is why we have spent all this time working on making you diverse table tennis players.</p> | | | |
| MAF/Instructional Techniques | Extensions (Task Progressions) | Refinements (Cues) | Applications (Challenges) |
| Spread out the equipment across the tables and make it easy to access. | | | |
| <p>Informing Task: When I say go, I want you to pick up your equipment and head over to a table with a new partner and begin rallying. GO!!</p> | | | |
| | <p>Try to hit the ball in the back half of the other side of the table.</p> <p>Now try to hit it in the front half of the other side of the table.</p> | <p>Make a 90 degree angle with your arm on the backswing and rotate forward keeping the paddle straight.</p> <p>Use your wrists and arms to hit the ball. Try to keep your shoulders, waists, and legs stationary when stroking the ball.</p> | Strike the ball using a backhand topspin 8 out of 10 times |
| | Use only topspin either forehand or backhand. | Stroke the ball in the middle for a more solid hit. For more topspin stroke the ball towards the edge of the paddle. | Keep rallying the ball only using backhand topspin for as long as possible |
| <p>Informing Task: When I say go, I want you to get with another pair and play doubles with them. First to twenty points wins. GO!!</p> | | | |
| | Aim for the right or left corner using topspin. | Snap the wrist when making contact and extend your arm outwards. | See how many times you can use the backhand topspin in two minutes |

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| | | | |
| | | Stroke the ball in front of your body not from the side. | |
| Closure/Assessment: Now who can name all the cues and what you liked about the topspin backhand shot? | | | |

Central Washington University
Physical Education Teacher Ed. Program
Lesson Plan 18
Basic Serving: Forehand

1. Objectives: (Specific, Behavioral, Assessable)

A. Students: By the end of class the students will be able to name all the cues for a forehand serve as well as making 60% of the serves. **NASPE 1, 2,3,4,6 EALR 1.1 & 1.2**

2. Equipment: (for a class size of twenty four students)

- 24 Ping Pong paddles
- 28 Ping Pong balls
- 12 Tables
- Assortment of balls

Content Development*

| <p>Instant Activity: Today we will play a game of serving. We will group into fours on each side of the table. The person on the end of the table with the ball will serve to the other side. The person receiving catches it and serves it back to the other side. Then both people move and the next two people watching will do the same thing. The drill will move counter-clockwise. The catch is that the whole group is in motion for most of the time so everyone will run around and wait their turn to serve.</p> | | | |
|--|--|---|---|
| <p>Set Induction: Hello class how is everyone doing today? Does anyone know why a serve is so important? The serve is the shot that begins action in the game of table tennis. Today we will learn the cues and then work on improving our serves towards the end.</p> | | | |
| MAF/Instructional Techniques | Extensions (Task Progressions) | Refinements (Cues) | Applications (Challenges) |
| Spread out the equipment on the tables so that it is easy to pick up and put away. | | | |
| <p>Informing Task: When I say go, I want you to pick up your paddle, find a partner, go to a table and begin serving to each other alternating after each serve. GO!</p> | | | |
| | Now I want you to try to serve the ball to your partner keeping the ball lower than your partner's chest level. | Use your non-dominant hand to toss the ball up to yourself and strike the ball into your side of the court so that it bounces once on your side and lands on their side | Try to see how many serves you can get over the net. |
| Teaching by Invitation- See extension to the right. | If you would like you can hit the ball harder on the serve, but if you cannot control it slow back down to a reasonable speed. | Strike the ball at an angle 45 degrees or lower that is facing towards the table on your side. | Try to hit 6 serves out of ten over the net. |
| <p>Informing Task: When I say go, I want you to begin serving to your partner twenty times each and then switch roles. GO!</p> | | | |
| | Now try to hit to a half of the court you are aiming at. | Keep the ball lower than the chest level of the opponent for optimal success. | Try to see if you can hit 12 out of 20 serves over the net. |
| | | Keep your eyes on the ball when striking the serve. | |

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| | | | |
| Informing Task: When I say go , I want you begin playing a doubles game to eleven with serving switching after each point. GO! | | | |
| | | Turn your side to the target area you are aiming at. | |
| Closure/Assessment: We have learned all the cues and practiced our basic serves so I think we are ready for some more improvement tomorrow. I want everyone to name three cues we learned today. | | | |

**Central Washington University
Physical Education Teacher Ed. Program
Lesson Plan 19
Basic Serving: Forehand**

1. Objectives: (Specific, Behavioral, Assessable)

A. Students:

By the end of class the students will be to hit a forehand serve over the net with 80% accuracy.

By the end of class the students will be able to serve to either side of the court. **NASPE 1, 2,3,4,6 EALR 1.1 & 1.2**

2. Equipment: (for a class size of twenty four students)

- 24 Ping Pong paddles
- 28 Ping Pong balls
- 12 Tables
- 12 scooters
- Assortment of balls

Content Development*

Instant Activity: Today we will play Scooter ball. We will pair up to play this game. Choose who wants to play the game first. We will be given one hula hoop and a scooter. The objective of the game is to gather as many items possible from the middle of the play space. We may only pick up one item at a time but may also take items from other players. At the end of the round count how many items you have and switch partners. Let's see who can acquire the most items between the groups.

Set Induction: Hello class how is everyone doing today? Does anyone know why a good serve can set you up for the advantage? A good low serve makes it difficult for the opponent to hit over the net and if they do they are bound to pop up the ball for an easy slam or finishing shot. A high serve gives the opponent a better chance of hitting a good return and the advantage can be switched that quick. This is why it is important to develop a serve and the best way to do that is to start simple and learn skills that will help you along the way. Today is focused mostly on serving accuracy.

| MAF/Instructional Techniques | Extensions (Task Progressions) | Refinements (Cues) | Applications (Challenges) |
|--|---|---|--|
| Spread out the equipment on the tables so that it is easy to pick up and put away. | | | |
| Informing Task: When I say go , I want you to pick up your paddle, find a partner, go to a table and begin serving to each other alternating after each serve. GO! | | | |
| | Now I want you to serve to a side of your choice and then switch sides after five serves. | Use your non-dominant hand to toss the ball up to yourself and strike the ball into your side of the court so that it bounces once on your side and lands on their side | Try to see how many times you can serve the ball over the net onto the other side in a minute. Remember this is not a race we are working on form. |
| | Now try to serve the ball right over the net on the front half of your partner's side. | Strike the ball at an angle 45 degrees or lower that is facing towards the table on your side. | See how many times you can serve the ball into the back half of the court with ten attempts. |
| Informing Task: When I say go , I want you to begin serving to your partner ten times each and then switch roles. GO! | | | |
| | Now try to serve deep into the back half of your partner's side. | Keep the ball lower than the chest level of the opponent for optimal success. | See how many times you can serve the ball in the front half of the court with ten attempts. |

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| | Now I want you to serve the ball into the four quadrants of the court in any order that you deem fit. | Keep your eyes on the ball when striking the serve. | See how many times you can serve the ball into the quadrant of your choice. |
| Informing Task: When I say go , I want you begin playing a game to eleven with your partner switching serves after each point. GO! | | | |
| | | Turn your side to the target area you are aiming at. | |
| Closure/Assessment: We have learned all the cues and practiced our basic serves so I think we are ready to move on to more complex serving tomorrow. I want every one to be able to name three strategies that will help a serve become successful. | | | |

Central Washington University
Physical Education Teacher Ed. Program
Lesson Plan 20
Basic Serving: Forehand

1. Objectives: (Specific, Behavioral, Assessable)

A. Students: By the end of class the students will be to hit a forehand serve over the net with 90% accuracy.

By the end of class the students will be able to keep the ball at waist level or below of the opponent when serving with an 80% success rate. **NASPE 1, 2,3,4,6 EALR 1.1 & 1.2**

2. Equipment: (for a class size of twenty four students)

- 24 Ping Pong paddles
- 28 Ping Pong balls
- 12 Tables
- 2 large bags
- Assortment of balls

Content Development*

Instant Activity: Hello everyone. Today we will begin with the activity “Hungry Snake.” We will use these balls and other objects that are scattered in the playing area. We will be divided into groups of four and will be in a single file line. The leader in the line is the head of the snake and only they can pick up objects and direct the path of the group. The last person in line will be holding a bag in which to place the objects. The group must stay together at all times either by holding on to the person in front of them (shirt, shoulder, hand). We must pass the ball from the head of the snake to the tail. It must be in order like on an assembly line. The group with the most objects in the end wins.

Set Induction: Hello everyone! Today we are going to take another step towards becoming good at serving with our forehand. Does anyone know why serving is an advantage? This is because the opponent does not really know where you are going to hit the serve. The opponent can only have a vague hint where you might hit it but they have to adjust to what you do. Serving is all about having control. You need to not only use good form but you need to try to outsmart your opponent. Serving is the key to becoming an all around table tennis player.

| MAF/Instructional Techniques | Extensions (Task Progressions) | Refinements (Cues) | Applications (Challenges) |
|--|---|---|---|
| Spread out the equipment on the tables so that it is easy to pick up and put away. | | | |
| Informing Task: When I say go , I want you to go with a partner and begin serving to each other focusing on the cues we learned last class time. | | | |
| Pinpoint the students who use good form. | Try to serve the ball only to the backhand of your partner. | Use your non-dominant hand to toss the ball up to yourself and strike the ball into your side of the court so that it bounces once on your side and lands on their side | Try to see how many serves you can hit over the net in a row in one minute. |
| | Try to hit the ball only to the forehand of your partner. | Strike the ball at an angle 45 degrees or lower that is facing towards the table on your side. | See how many times you can serve the ball to your partner’s backhand in 30 seconds. |
| Informing Task: When I say go , I want you and your partner to play a game to eleven switching off every two serves. | | | |
| | If you want you can try to hit the | Keep the ball lower than the | See how many times you can |

| | | | |
|---|--|---|---|
| Teaching by Invitation- see extension to the right. | serve into the four different quadrants of the table. | chest level of the opponent for optimal success. | serve the ball to your partner's forehand in 30 seconds. |
| | To make it more difficult you can speed up the serve or slow it down if you are having difficulties with accuracy. | Keep you head on the ball when striking the serve. | See how many times you can hit the quadrant your partner picks for you. |
| Informing Task: When I say go , I want you and your partner to play doubles on two conjoined tables alternating serves. The game should last to 21 points. GO! | | | |
| | | Turn you side to the target area you are aiming at. | |
| Closure/Assessment: Now that we have learned how to hit a basic serve tomorrow we are going to learn about other more difficult techniques that you can use on a serve. | | | |

**Central Washington University
Physical Education Teacher Ed. Program
Lesson Plan 21
Long Serve**

1. Objectives: (Specific, Behavioral, Assessable)

A. Students:

By the end of class the students will be to serve a long serve within a foot of the end of the table with 80% accuracy.

NASPE 1, 2,3,4,6 EALR 1.1 & 1.2

2. Equipment: (for a class size of twenty four students)

- 24 Ping Pong paddles
- 28 Ping Pong balls
- 12 Tables

Content Development*

| <p>Instant Activity: Today's game is "Partner tag." We will pair up and either lock hands or elbows. The object of the game is to try and tag as many other groups as possible. When your groups has been tagged more than 5 times you must exit the playing area and do 15 jumping jacks before you may reenter.</p> | | | |
|---|---|--|--|
| <p>Set Induction: Hello everyone! Today we are going to focus just on long serves. Long serves are important to use with discretion. This shot is meant to catch the opponent off guard and they will likely make mess up and miss the shot or give you an easy power shot. The long serve can be used with or without spin and it is usually slower than a normal serve.</p> | | | |
| MAF/Instructional Techniques | Extensions (Task Progressions) | Refinements (Cues) | Applications (Challenges) |
| <p>Spread out the equipment on the tables so that it is easy to pick up and put away.</p> | | | |
| <p>Informing Task: When I say go, I want you to go with a partner and begin long serving working on placement. Switch with your partner after five serves. GO!</p> | | | |
| <p>Pinpoint the students who use good form.</p> | <p>Try out a couple serves to see how hard you need to hit it for it to go deep towards the edge of the table.</p> | <p>Use your non-dominate hand to toss the ball up at least six inches from your paddle to yourself and strike the ball into your side of the court so that it bounces once on your side and lands on their side.</p> | <p>Try to see how many serves you can hit over the net in a row in one minute.</p> |
| <p>Make sure that the students are switching on time.</p> | <p>Work on crossing over your serves by making an angle that is hard to return. You can also hit it to the point of indecision which is</p> | <p>Hit the ball at a very small angle (almost straight down) into the table so that it bounces a little higher than usual.</p> | <p>See how many times you can hit close to the edge (one foot of the table or better).</p> |

| | | | |
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| | at the elbow of the opponent. Variety is very essential in table tennis and a player should use different strategies based on success. | | |
| Informing Task: When I say go , I want you and your partner to play a game to eleven switching off every two serves. You should work on long serves as well as normal forehand serves. GO! | | | |
| | | Keep you head on the ball when striking the serve. | |
| | | Turn you side to the target area you are aiming at. | |
| Closure/Assessment: Now that we have learned how to hit a long serve and now that we know this we can try to use spin tomorrow on complex serving. We will work on the backhand serving for two days in a row. | | | |

Central Washington University
Physical Education Teacher Ed. Program
Lesson Plan 22
Complex Serving: Backhand

1. Objectives: (Specific, Behavioral, Assessable)

- A. Students:** By the end of class the students will be able demonstrate that they know the two first cues of a backhand serve by serving successfully over the net 70% of the time. **NASPE 1, 2,3,4,6 EALR 1.1 & 1.2**

2. Equipment: (for a class size of twenty four students)

- 24 Ping Pong Paddles
- 24 Ping Pong balls
- 12 Tables
- 22 bean bags
- 2 pennies
- Cones if necessary

Content Development*

Instant Activity: The activity today is “Bean bag tag.” I will assign two taggers with pennies. In the designated area we will walk around with bean bags on top of our heads. The object of the game is to avoid being tagged. If at any point of the game you are tagged or your bean bag falls off your head you are frozen and the only way to become unfrozen is by completing 10 jumping jacks.

Set Induction:
Hello class. Today we are going to integrate a backhand serve that will focus on changing speed and spin. This is considered a complex shot because it involves using angles against the ball to create spin. The spin that is made from the backhand gives the opponent trouble dealing with a different type and moving spin then they are used to seeing. This will cause them to learn to adapt to that while focusing on the other shots they have seen before. We will work on the first couple steps needed to get the general idea of a backhanded serve.

| MAF/Instructional Techniques | Extensions (Task Progressions) | Refinements (Cues) | Applications (Challenges) |
|---|--------------------------------|--------------------|---------------------------|
| Spread the equipment across the table where it is easy to access. | | | |

Informing Task: When I say **go**, I want you to find a partner pick up your equipment and practice the first two cues the backswing and the follow through with them. Alternate after five serves each. GO!

| | | | |
|--|---|---|---|
| Pinpoint 3 or 4 students who are doing a good job hitting a backhand serve over the net. | Try to serve the ball to your partner and have them attempt to make a good hard return. This will force the server to keep the ball below their waist. | On the backswing: bring the forearm up at the elbow and bend the wrist back. | Try to serve backhanded to an area of your choice four out of five times. |
| | If you can, try to double bounce the ball on your partner’s side of the net. The second bounce should hit six inches or farther away from the edge of the table. This will make it harder for your opponent to return the ball powerfully and will give you more time to react to their return. | On the follow through: keep the paddle open while swing in a semi-circular arc. | Try to hit the backhand serve over the net seven times out of ten. |

Informing Task: When I say **go**, I want you to play a game to 21 with your partner using either serving technique we have learned. GO!

Teaching by Invitation- if the students would like to they can choose to play a game just using the backhand serve.

Keep your eyes on the ball and swing smoothly through the zone.

Closure/Assessment: Today we worked on the backhand serve and how many people remember why a backhand serve can help a player gain an advantage? Tomorrow we will work on the backhand serve once more.

**Central Washington University
Physical Education Teacher Ed. Program
Lesson Plan 23
Returning Serve**

1. Objectives: (Specific, Behavioral, Assessable)

- A. **Students:** By the end of class the students will be able to verbally communicate ways in which to improve returning serves as well as return a serve 70% of the time or better. **NASPE 1, 2,3,4,6 EALR 1.1 & 1.2**

B. Instructors:

2. Equipment: (for a class size of twenty-four students)

- 28 ping pong balls
- 24 paddles
- 12 tables

Content Development*

Instant Activity: TOG: The activity takes place on a track or around the outside perimeter of a gym. Two or three taggers start at one end of the track while the rest of the class starts at the opposite end. Everyone (including taggers) will run in one direction around the track. On the signal, the others begin to run. The taggers work to catch up with the rest of the students. Once a student is tagged, they turn and jog on the outer edges of the circle, running in the opposite direction of the ones who have not been tagged yet. This allows them to stay safely out of the chase, and also allows everyone to see who is left to be tagged. Eventually taggers and the others will lap each other, causing students to develop tactics for getting passed the tagger. Taggers are allowed to turn and tag someone behind them, but not run in the opposite direction.

Set Induction: Good morning class. Can anyone tell me what can be the most difficult aspect of table tennis to master? The answer is returning the serve. This is why we will be focusing on service returns in our lesson today.

| MAF/Instructional Techniques | Extensions (Task Progressions) | Refinements (Cues) | Applications (Challenges) |
|------------------------------|--------------------------------|--------------------|---------------------------|
| | | | |

Informing Task: When I say **go**, I would like you and your partner begin rallying back and forth to one another.

| | | | |
|--|---|---|---|
| | Have the partner throw the ball to you | "Eyes of a hawk" Seeing the moment of contact is what will give you the best chance of deciphering what spin, speed and placement is on the ball. | How many serves can you return in a row? |
| | Have your partner hit a serve over to you | "Like with like" if the server hits a topspin return with a topspin etc. | How many serves can you return outside of the square? |

Informing Task: When I say **go**, I want you to find one more partner so you are in a group of three and wait for my instructions.

| | | | |
|---|--|---|--|
| The students will be in groups of three. Two will be playing at a | Make a square on the table 15-20" using tape have the returnee | "Spin to win" It is easiest to always use a little spin at least to | |
|---|--|---|--|

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|---|--|--|---|
| <p>time one will be serving to the other who will be focusing on returning the serve. The partner who is not in will be working on visualizing and tracking skills. The partner who is not in will be hitting against air and viewing the different types of serves jis or her classmates prefer.</p> | <p>hit anywhere but inside the square.</p> | <p>improve your ball control. Using a small amount of spin will allow you to be slightly incorrect and still make a good stroke.</p> | |
| | <p>Pretend to hit the service against air. Note what types of serves your opponent likes also.</p> | | |
| <p>Informing Task: When I say go, I would like you to go back to your original partners and begin a game practicing returning the serves</p> | | | |
| | | | <p>During the game see if you can return at least 4 serves.</p> |
| <p>Closure/Assessment: Who can tell me ways in which to help improve returning a serve?</p> | | | |

**Central Washington University
Physical Education Teacher Ed. Program
Lesson Plan 24
Returning Serve**

1. Objectives: (Specific, Behavioral, Assessable)

- A. Students:** By the end of class the students will be able to return a serve with a 70% success rate.
NASPE 1, 2,3,4,6 EALR 1.1 & 1.2

B. Instructors:

2. Equipment: (for a class size of twenty-eight students)

- 28 ping pong balls
- 28 paddles
- 14 tables
- 28 flag belts
- 56 flags
- 1 roll of blue masking tape

Content Development*

Instant Activity: Flag steal: Have each student put on the flag belt and then attach the two flags so they are hanging from their hips. On the signal, students are to move throughout the playing space (i.e., walking, skipping) trying to steal as many flags as possible from other students in the playing area. Upon stealing a flag students are to go to the **stolen flag/safe area** (coned off area in the middle or outside of playing area) and drop the flag. They can either go back out and try to get more flags or they can put flags on their empty belt if they had one stolen. No students are eliminated. Activity stops on teachers signal.

Set Induction: Good morning class can anyone tell me as to why it is so important to learn how to return the service? There are many answers to this question such as neutralizing the server's advantage, you can steal the advantage and go on the offensive if you are a skilled returnee, if you can't return there will be no rallying, you will quickly lose the game if you cannot return a serve (games only go to 11). These are the many reasons as to why it is important to become skilled at returning the serve.

| MAF/Instructional Techniques | Extensions (Task Progressions) | Refinements (Cues) | Applications (Challenges) |
|---|--|---|--|
| Keep the equipment spread out and scattered amongst the gym floor | | | |
| Informing Task: When I say go , I would like you and your partner begin rallying back and forth to one another. GO! | | | |
| | Have your partner hit the ball over the net. | "Eyes of a hawk" Seeing the moment of contact is what will give you the best chance of deciphering what spin, speed and placement is on the ball. | See if you can return 6 out of 10 serves |
| | Make a square on the table 15-20" using tape have the returnee hit anywhere but inside the square. | "Like with like" if the server hits a topspin return with a topspin, and if he uses backspin return using backspin | See how may serves you can return that do not land in the square. |
| Informing Task: When I say go , I want you to find one more partner so you are in a group of three and begin the same activity that was done yesterday. GO! | | | |
| | Have your partner hit to your backhand only. | "Spin to win" It is easiest to always use a little spin at least to improve your ball control. Using a small amount of spin will allow | See if you can determine where the server tends to hit the serve to. |

| | | | |
|---|--|--|--|
| | | you to be slightly incorrect and still make a good stroke. | |
| | Have your partner hit to your forehand only. | “Aggressive tactics” depending on the type of service should establish what type of return you need. If it is a good serve use placement instead of power, average serves can be attacked with speed and spin, weak serves should be mostly attacked with power. | See how many serves you can return in a minute. |
| Informing Task: When I say go , I would like you to go back to your original partners and begin a game practicing returning the serves. | | | |
| | | | See if you can return at least 7 serves during the game. |
| Closure/Assessment: Who can tell me why it is so important on returning serves? | | | |

**Central Washington University
Physical Education Teacher Ed. Program
Lesson Plan 25
Slam Shots**

1. Objectives: (Specific, Behavioral, Assessable)

A. Students: By the end of class the students will be able to correctly demonstrate the skills needed to perform a successful slam shot by applying such techniques as extending your arms, being in the power position, and using topspin on the shots at a 70% success rate. **NASPE 1, 2,3,4,6 EALR 1.1 & 1.2**

B. Instructors:

2. Equipment: (for a class size of twenty four students)

- 28 ping pong balls
- 24 paddles
- 12 tables
- 2 pennies
- 1 roll of blue masking tape

Content Development*

| <p>Instant Activity: “Pacman Tag” Everyone will start on the lines in the gym floor. There will be two taggers who will need pennies so to be noticed. When the music begins everyone will begin walking on the lines trying to avoid the taggers by switching lines. Once someone is tagged they also become a tagger. You may build this up to a run if it becomes too easy.</p> | | | |
|---|---|--|---|
| <p>Set Induction: Good morning class can anyone tell me what is one of the hardest shots to counter in table tennis? If you answered the slam shot you would be correct. It catches your opponent off guard and it places them on defense. If performed correctly it can be very hard to track the ball.</p> | | | |
| MAF/Instructional Techniques | Extensions (Task Progressions) | Refinements (Cues) | Applications (Challenges) |
| | | | |
| <p>Informing Task: When I say go, I would like you and your partner to begin rallying the ball back and forth to one another. Go</p> | | | |
| <p>Tables set up and ready for student use.</p> <p>Paddles and balls set out on the tables.</p> | <p>have your partner toss you a lob shot, hit the ball across the net using a slam shot.</p> | <p>“Eyes of a hawk” Seeing the moment of contact is what will give you the best chance of deciphering what spin, speed and placement is on the ball.</p> | <p>How many slams can you perform in a minute?</p> |
| | <p>Make a square on the table 15-20” using tape have the returnee hit anywhere but inside the square.</p> | <p>“Arm extension” to gain more power to the shot allow yourself to stretch farther back by extending your arm and not just using the shoulder.</p> | <p>How many times can you slam the ball outside the square?</p> |

| | | | |
|--|---|---|---|
| Informing Task: When I say go , I would like you and your partner to begin playing a game practicing the slam shot. Go | | | |
| <p>Check for understanding during the middle of the lesson: make sure the students have an understanding of the skills being taught and that they know what is needed to perform the drill. Ask the students what cue will help them place more power on the shot.</p> | <p>Place the slam out of reach of your opponent.</p> | <p>“Topspin to win” in many cases when you use the slam shot the ball will not make contact with the table unless the spin causes it to drop faster.</p> | <p>Try to accomplish 7 out of 10 slams.</p> |
| <p>Teaching by invitation: if students accomplishing the task with ease ask them to attempt some of the harder tasks that are listed under extensions</p> | <p>Place the shot right in front of your opponent</p> | <p>“Power position” have your knees slightly bent and be on the balls of your feet when striking the ball. This will generate more power to the shot.</p> | <p>See if you can perform at least 3 slams during the game.</p> |
| Closure/Assessment: Who can tell me ways in which we can perform a good slam shot? | | | |

**Central Washington University
Physical Education Teacher Ed. Program
Lesson Plan 26
Slam Shots**

1. Objectives: (Specific, Behavioral, Assessable)

A. Students: By the end of class the students will be able to correctly demonstrate the skills needed to perform a successful slam shot by applying such techniques as extending your arms, being in the power position, and using topspin on the shots at an 80% success rate. **NASPE 1, 2,3,4,6 EALR 1.1 & 1.2**

B. Instructors:

2. Equipment: (for a class size of twenty four students)

- 24 ping pong balls
- 24 paddles
- 12 tables
- 2 hoola hoops
- 2 frisbee's
- 2 large cones
- 8 small cones
- 1 roll of blue masking tape

Content Development*

| <p>Instant Activity: “Capture the frisbee” The class must first be divided in half. The game will be played outside in a grassy area. Each team will have a frisbee that is laying on top of a cone that is placed inside a hoola hoop. The object of the game is to get to the Frisbee without being tagged and either knocks it off the cone for one point or you can attempt to throw or run it back to their side for two points. If you are tagged in the process you must go to jail which is on the opponent’s side of the field and is marked off by cones. The only way to escape is by a teammate rescuing them, in which case they must walk back to their side together.</p> | | | |
|---|---|--|--|
| <p>Set Induction: Hello class! I want you to finish this sentence for me. The bases are loaded and Edgar Martinez steps up to the plate. The pitcher winds up and throws, the ball is hit it is going, going, gone MY OH MY it’s a grand _____? The slam shot is the most powerful shot in table tennis. Our lesson today will be covering the slam.</p> | | | |
| MAF/Instructional Techniques | Extensions (Task Progressions) | Refinements (Cues) | Applications (Challenges) |
| | | | |
| <p>Informing Task: When I say go, I would like you to partner up with someone you have not played already and begin rallying the ball back and forth.</p> | | | |
| <p>Have the instant activity set up so it is ready to be played after giving the instructions.</p> | <p>Have your partner hit a lob shot to you and return the shot with a slam.</p> | <p>“Power position” remember that by bending your knees and being on the balls of your feet will allow you to place a greater amount of power on your shot, thus making it difficult to return.</p> | <p>Try and accomplish 8 out of 10 slams.</p> |
| <p>Have the tables set up so the students can begin playing once back inside.</p> <p>Have the paddles and balls on top of the tables.</p> | <p>Make a square on the table 15-20” using tape have the returnee hit anywhere but inside the square.</p> | <p>Remember to use the cues that we have learned in the previous lesson such as:</p> <ul style="list-style-type: none"> • Eyes of a hawk • Topspin to win • Arm extension | <p>see if you can avoid hitting the ball inside the square seven out of ten times.</p> |

| | | | |
|--|--|---|---|
| Informing Task: When I say go , I want you and your partner to begin playing a game. | | | |
| During the middle of the lesson check for understanding to make sure the students know how to properly hit a slam shot | Hit a slam shot while you are at least a foot away from the table. | | See if you can accomplish 6 successful slams during the game. |
| Teaching by invitation: if students accomplishing the task with ease ask them to attempt some of the harder tasks that are listed under extensions | Hit a slam shot using your backhand. | When hitting the slam shot remember to use: <ul style="list-style-type: none"> • Eyes of a hawk • Topspin to win • Arm extension | |
| Closure/Assessment: Does anyone want to tell the class why they enjoyed using a slam shot? | | | |

**Central Washington University
Physical Education Teacher Ed. Program
Lesson Plan 27
Drop Shots**

1. Objectives: (Specific, Behavioral, Assessable)

A. Students: By the end of class students will be able to name all the cues related to the drop shot.

By the end of class the students will be able to hit a drop shot with at least 70% accuracy.

NASPE 1, 2,3,4,6 EALR 1.1 & 1.2

B. Instructors:

2. Equipment: (for a class size of twenty four students)

- 24 ping pong balls
- 24 paddles
- 12 tables
- 1 roll of blue masking tape
- 48 flags
- 2 hula hoops
- 8 cones

Content Development*

Instant Activity: “Flag drag tag” Hand out two flags (one for each hand) to all students except 2-4 (depends on class size--you can have more or less). These students (called the **runners**) will have one flag in each hand and will move (i.e., jogging, running, walking, etc.) in the designated area dragging the flags behind them. The **runners'** flags must stay in contact with the ground and behind them at all times. The **taggers** (who do not have flags) will then "tag" the runners by "stepping" on their flags with their feet. Once a runner has his/her flag "stepped on", they must release the "stepped on" flag. The tagger then takes the "stepped on" flag and places it inside one of the hula hoops. The runner (whose flag was "stepped on") continues to participate in the game until his/her other flag is "stepped on". When a runner has no flags left, he/she must step outside of the playing area and do five jumping jacks before retrieving two flags from the hula hoops to rejoin the game. Be sure to switch taggers often.

Set Induction: Good morning class. Who here has played baseball? Of you how many of you have attempted or successfully bunted the ball? Today we are going to be working on the drop shot which has the same principal as bunting in baseball. We want to catch our opponent off guard.

| MAF/Instructional Techniques | Extensions (Task Progressions) | Refinements (Cues) | Applications (Challenges) |
|---|--|--|--|
| Have the equipment spread out and easy to get to. | | | |
| Informing Task: When I say go , I want you to find a partner and begin rallying the ball to one another. GO! | | | |
| | Drop the ball to yourself and hit the ball over the net using the drop shot. | “Eyes of a hawk” you must be watching the ball closely at all times this will allow you to determine when you must start your approach and when the correct time to swing will be. | See how many drop shots you can perform in a row. |
| | Have your partner toss the ball over to you and you return the ball using a drop shot. | “Tilt paddle forward” this will help you control topspin on the ball. It will also make the ball bounce low and forward possibly allowing a double bounce before your opponent can reach the ball. | See how many drop shots you can perform in a minute. |

Informing Task: When I say **go**, I would like you to locate another group and begin playing rallying the ball.

| | | | |
|--|---|---|---|
| | Have your partner hit the ball to you and try to return the ball using the drop shot. | “Lift up” when making contact with the ball lift the paddle up. This will soften the contact of the ball as well as allowing you to control the spin. | See how many times you can hit a drop shot inside the square. |
|--|---|---|---|

| | | | |
|--|--|--|--|
| | Start about two feet away from the table when the ball bounces on your side run up to the table and use a drop shot. This will cause your opponent to have to recover quickly. | “Keep your balance” when striking the ball your front foot needs to have more pressure allowing you to maintain your balance. If your opponent is able to reach the shot he will return using power, therefore you need to be able to retreat quickly. | |
|--|--|--|--|

Informing Task: When I say **go**, I want you and your partner to return to your original table and begin playing a game focusing on all the skills we have learned thus far.

Closure/Assessment: Who can tell me why a drop shot is similar to bunting in baseball?

**Central Washington University
Physical Education Teacher Ed. Program
Lesson Plan 28
Drop Shots**

1. Objectives: (Specific, Behavioral, Assessable)

A. Students:

By the end of class, the students will be able to write out the steps necessary to hit a drop shot.
By the end of class students will be able to demonstrate how to perform a drop shot.
By the end of class students will be able to hit a drop shot with at least 80% accuracy.

NASPE 1, 2,3,4,6 EALR 1.1 & 1.2

B. Instructors:

2. Equipment: (for a class size of twenty four students)

- 24 ping pong balls
- 24 paddles
- 12 tables
- 48 foam balls

Content Development*

| <p>Instant Activity: 1-2- hand eye: for this activity you will have students pair up. One partner will start out with one foam ball that they will throw to their partner. The object is to catch the ball with your knuckles facing up. Make it harder by having the catcher have their back to the thrower. The partner will toss the ball and call out their name in which case the catcher must turn around quickly and attempt to catch the ball. Repeat this but with two balls to increase the difficulty level.</p> | | | |
|--|--|--|---|
| <p>Set Induction: Good day everybody. We are once again going to be increasing our finesse game specifically dealing with drop shots. Drop shots are very effective in many racket sports because it is another way to catch your opponent guessing and off-balance. Hitting the ball as hard as you can every time can only get you so far and skill shots like the drop shot are great ways to become a all around player.</p> | | | |
| MAF/Instructional Techniques | Extensions (Task Progressions) | Refinements (Cues) | Applications (Challenges) |
| Spread out the equipment on the tables so that it is easy to access and in order. | | | |
| <p>Informing Task: When I say go, I want you to find a partner and begin rallying the ball back and forth.</p> | | | |
| Make sure that the partners switch on time | Have your partner toss the ball to you and return it using a drop shot. Make sure that you give them a healthy bounce so that they can have time to make a good shot. | “Eyes of a hawk” you must be watching the ball closely at all times this will allow you to determine when you must start your approach and when the correct time to swing will be. | See how many times you can execute a drop shot in 2 minutes |
| | Have your partner hit the ball to you and try to return the ball using the drop shot. The partner or assistor will give a nice soft hit to you so that you can again work on form. | “Tilt paddle forward” this will help you control topspin on the ball. It will also make the ball bounce low and forward possibly allowing a double bounce before your opponent can reach the ball. | Using a drop shot see how many times you can place the ball before the first line on the table. |
| <p>Informing Task: When I say go, I would like you to begin playing a game making sure to incorporate the drop shot. GO!</p> | | | |
| | Start about two feet away from the table when the ball bounces on your side run up to the table and use a drop shot. This will | “Lift up” when making contact with the ball lift the paddle up. This will soften the contact of the ball as well as allowing you to | During the game see if you can use at least 5 drop shots. |

| | | | |
|---|---|--|---|
| | cause your opponent to have to recover quickly | control the spin. | |
| | Try performing a drop shot using your backhand. | “Keep your balance” when striking the ball your front foot needs to have more pressure allowing you to maintain your balance. If your opponent is able to reach the shot he will return using power, therefore you need to be able to retreat quickly. | During the game see if you can score off of the net at least once by using a drop shot. |
| Informing Task: When I say go , I want the winner of the last game to move to the table to their right and begin playing another game. GO! | | | |
| | Try hitting the ball so when you use a drop shot the ball will hit the net and fall over to the other side. | | |
| Closure/Assessment: Ask the students to name all the cues needed to carry out a successful drop shot. | | | |

**Central Washington University
Physical Education Teacher Ed. Program
Lesson Plan 29
Defensive Strategy**

1. Objectives: (Specific, Behavioral, Assessable)

A. Students: By the end of class the students will be able to name 4 different strategies involved specifically dealing with defense.

By the end of class the student will have used at least four different types of shots in a game setting.

NASPE 1, 2,3,4,6 EALR 1.1 & 1.2

B. Instructors:

2. Equipment: (for a class size of twenty four students)

- 24 ping pong balls
- 24 paddles
- 12 tables
- Envelopes with fitness activities

Content Development*

| <p>Instant Activity: Deal or no Deal- the students will be divided up into four groups. There will be envelopes labeled with different exercises that the group must perform such as bear crawls push ups etc. the teacher will be the banker and he will read the offer. The students will chose “deal” or “no deal” then they must perform the alternate task.</p> | | | |
|---|--|--|--|
| <p>Set Induction: Good day to everyone. Today we are going to progress into the last two days of the class which will deal with strategies and a lot of game play. The best way to see if you are comfortable in a game setting is to actually put you in one that has some extra meaning. That’s right we are going to spend half the class playing mini tournaments. Defense is very essential to a ping pong player because of the fact that the person who makes the first mistake usually lose. This is why we must build up a good strategy and stick by it. Good defense can lead to offense and if you are patient enough you will be very likely to exploit your opponent’s weaknesses.</p> | | | |
| MAF/Instructional Techniques | Extensions (Task Progressions) | Refinements (Cues) | Applications (Challenges) |
| Spread out the equipment on the table across the table and make it easy to access and neat. | | | |
| <p>Informing Task: When I say go, I want you to first pick up your equipment and then rally back and forth together with a partner. I will guide you through defensive strategies as we go along. GO!</p> | | | |
| | Keep the ball low to the table to prevent your opponent from smashing or swinging a forceful forehand back at you. | Keep balanced in the ready position, this will allow you to make sudden movements needed in table tennis | Try to keep the ball rallying back and forth consecutively for at least 1 minute. |
| | Judge your opponent’s weaker hand (forehand or backhand) and exploit it by purposefully hitting the ball to the weaker side. | “Eyes like a hawk”. | |
| <p>Informing Task: When I say go, I want you to go to the tournament poster on the wall find your opponent and begin to play a shortened game to eleven. When you finish your game match up winners and the defeated together from the same bracket. Go!</p> | | | |
| | Be patient and do not try to hit a ball very hard unless it is a good set up. | Keep your paddle in the neutral position. This will allow you to easily switch between the | When not serving attempt to steal the serve by not allowing more than 2 points out of 5. |

| | | | |
|---|---|----------------------------|--|
| | | forehand and the backhand. | |
| | <p>Do not guess where the ball will be hit. Anticipate and react to where the ball is hit to you.</p> <p>Add a lot of spin and incorporate drop shots so that it slows down the tempo and favors your strategy.</p> | | |
| <p>Closure/Assessment: What did everyone get out of this lesson? The tournaments will continue tomorrow along with offensive strategies.</p> | | | |

**Central Washington University
Physical Education Teacher Ed. Program
Lesson Plan 30
Offensive Strategy**

1. Objectives: (Specific, Behavioral, Assessable)

A. Students:

By the end of class the students will be able to name 3 different strategies involved specifically dealing with offense.

By the end of class the student will have used at least four different types of shots in a game setting.

NASPE 1, 2,3,4,6 EALR 1.1 & 1.2

B. Instructors:

2. Equipment: (for a class size of twenty four students)

- 28 ping pong balls
- 24 paddles
- 12 tables
- 24 hula hoops

Content Development*

Instant Activity: “Around the world” have 24 hula hoops in a large circle. The students will each be in a hula hoop and when the music begins they will begin an exercise of any type. The objective of this lesson is to see if you can think of 24 different exercises without repetition. Some examples for your students may be running in place, jumping jacks, sit ups, and push ups.

Set Induction: Good day. Today we are going to finish our last day of the unit and I am already sad. We are going to discuss offensive strategy and how to react when you have an advantage. Just like yesterday we will end with a mini tournament but this one is formatted a little different. We have seen the game scores and we are going to compile this tournament based on skill level and your previous performances. Offensive strategy is the last step we will take as a class and I encourage you to keep playing whenever you get the chance.

| MAF/Instructional Techniques | Extensions (Task Progressions) | Refinements (Cues) | Applications (Challenges) |
|---|--------------------------------|--------------------|---------------------------|
| Spread out the equipment on the table across the table and make it easy to access and neat. | | | |

Informing Task:
When I say **go**, I want you to first pick up your equipment and then rally back and forth together with a different partner. I want you to work on the defensive strategies we learned yesterday. **GO!**

| | | | |
|--|--|--|---|
| | Hit to the weak side of the opponent. This will take time to figure out if you have never played this person before so look for the “holes” in their swings. | Keep balanced in the ready position | Try to keep the ball rallying back and forth consecutively for at least 1 minute. |
| | Set up your opponent by using the whole table. Make the opponent run and tire out and then hit the finishing shot. | Keep your eyes on the ball at all times. | See if you can score 3 out of five serves |

Informing Task: When I say **go**, I want you to go to the tournament poster on the wall find your opponent and begin to play a shortened game to eleven. When you finish your game match up winners and the defeated together from the same bracket. **Go!**

| | | | |
|--|--|---|--|
| | Put hard spin on the ball and also hit drop shots occasionally. Utilize topspin, backspin, and sidespin to keep your opponent off balance. | Keep your paddle in the neutral position. | |
| | Be aggressive! Take control to establish your tempo and pace of | | |

| | | | |
|--|--|--|--|
| | the game. Move the opponent where you want them to go. | | |
| Closure/Assessment: Review what we learned today by asking students specific offensive strategies. Conclude the unit with an assessment of what the students learned and rate the teacher's overall teaching performance. | | | |

Task Cards

Task cards are designed to be checkpoints and guidelines for skill progression. Stations can help students move a lot quicker if the teacher takes the time to make task cards. Task cards give the students a different teaching style that lets them work at their own pace. The teacher also is better fit to give on the spot feedback to their students because the instruction is typed up on the task cards. The first six task cards are designed for lessons 2 (striking the ball), 3 (watching the ball), 4 (athletic positioning), 5 (hips) and 7 (forehand strike) where skill level is low. The last four task cards are meant for intermediate skill levels seen in lessons 14 (backhand striking), 23 (returning the serve), 25 (slam shots) and 30 (offensive strategy).

Station 7: Multi-Ball



Within your groups of two, alternate turns being the striker and the feeder. The striker will get ten balls bounced to them by the feeder (one at a time) and they must hit the ball back over the table. The feeder will bounce the balls to the striker at a crisp but not too fast pace. After the ten balls are hit, the students will switch roles.

Cues to remember:

- Open your hips
- Eyes on the ball
- Hit the ball out in front
- Athletic position

Challenge:

- Try to hit 8 out of the 10 balls over the net.



❖ **Proceed to Station 8: Partner Strokes**



Station 8: Partner strokes

Bounce the ball on the table with your off hand and strike the ball over the net. Your partner will work on returning the ball. After a couple of minutes switch roles.

Cues to remember:

- Eyes on the ball
- Open your hips
- Hit the ball out in front
- Athletic position

Challenge:

- Try to hit the ball over the net but below head level.



❖ **Proceed to station 9: The X drill**



Station 9: The X drill

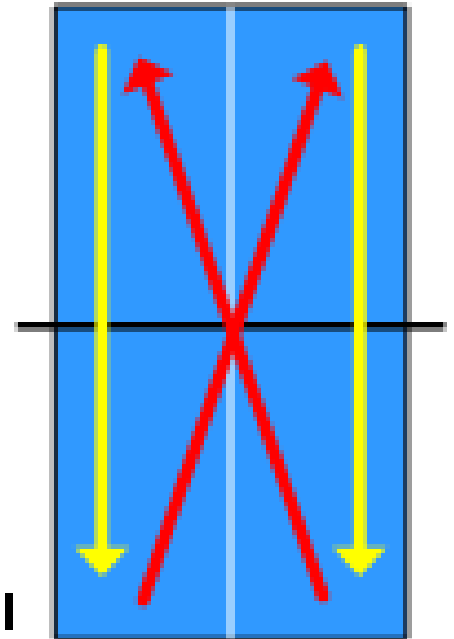
- This station involves two students and works on footwork and shot placement. Student 1 (S1) hits a cross-court forehand shot to student 2's (S2) forehand. S2 then hits down the line, to S1's backhand. S1 hits all shots crosscourt, while S2 hits all balls down the line. This drill should start at a slow pace and increase according to comfort level.

Cues to remember:

- Open your hips
- Eyes on the ball
- Hit the ball out in front of your body
- Athletic position

Challenge:

- Try to keep this drill going for ten straight hits.



❖ **Proceed to station 10: The V Drill**

Station 10: The V drill



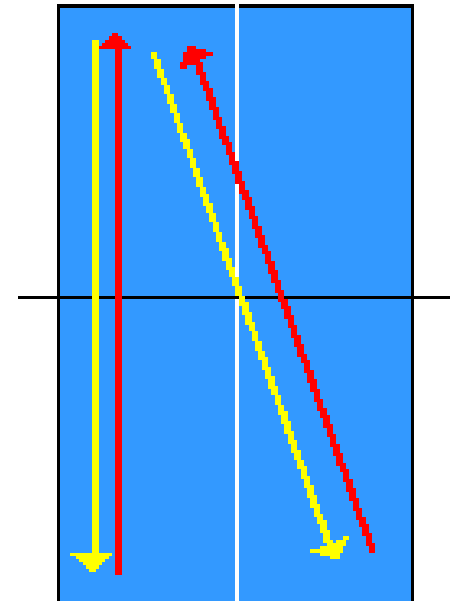
This station has two students and it works on the forehand and backhand placement. Student 1 (S1) hits a cross-court forehand shot to student 2's (S2) forehand. S2 then hits down the line to S1's backhand. S1 then returns down the line, to S2's backhand, who then hits cross-court again. This drill needs to be slow paced at first and increased due to skill level.

Cues to remember:

- Open your hips
- Eyes on the ball
- Hit the ball out in front of your body
- Athletic position

Challenge:

- Try to keep the rally going for 10 consecutive hits.



❖ **Once complete inform the teacher for next set of instructions**

Station 4: The Switch Hit



You and your partner will be hitting the ball in the air while alternating sides of the paddle face. Try to keep the ball in the air as long as you can.

Cues to remember:

- Eyes on the ball
- Handshake grip
- Quick wrists
- Paddle as flat as a board

Challenge:

- Try to keep the ball in the air for 20-30 seconds.



❖ **Proceed to station 5: Forehand strike**

Station 1 Striking The Ball In The Air



Pick up a ball and a paddle and with your partner both begin hitting the ball continuously up in the air for as long as you can.

Cues to remember:

- eyes on the ball
- handshake grip
- knuckles facing the ground
- paddle flat as a board



Challenge: See if you can keep the ball up in the air for at least 30 seconds.

❖ **Proceed next to station 2: Getting Into an Athletic Position**

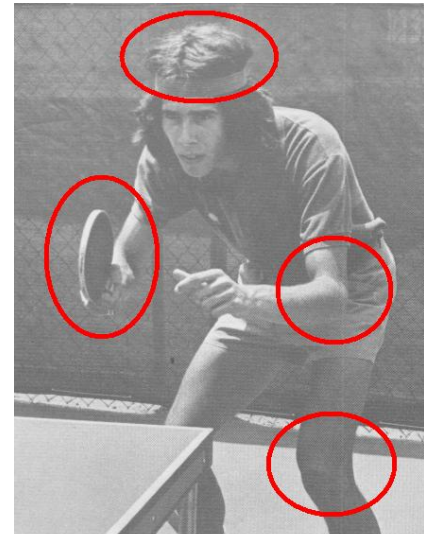
Station 2 Getting Into an Athletic Position



Within your groups of two, partner one will throw the ball wherever partner two is not located. Partner two will be forced to make quick movements by using a good athletic stance. Switch roles after a minute.

Cues to remember:

- Knees slightly bent over the toes
- Feet shoulder width apart
- Be on the balls of your feet
- Have your paddle up at waist level



❖ **Proceed to station 3: Positioning your hips**

Station 3 Positioning Your Hips



With your partner designate one person to be the performer and one to be the instructor. The instructor will point at which side the ball is going to bounce on. The performer will open their hips and prepare for a forehand strike.

Cues to remember:

- Athletic position
- Takes a 90 degree angle step
- Rotate at the hips
- Shoulder pointing at the target



❖ **Proceed to station 4: The Switch Hit**



Station 5 Forehand Strike

Pick up a paddle and a ball and begin using the forehand to hit to your partner using the cues listed below.

Cues to remember:

- Athletic position
- Open hips
- handshake grip
- Arm at a 90 degree angle
- Pull back to shoulder level
- Push through the ball
- Finish in the athletic position

Challenge: see how many consecutive strikes you can make in a row using the forehand



❖ **Proceed to station 6: Backhand Strike**



Station 6 Backhand Strike

Pick up a paddle and a ball and begin using the backhand to hit to your partner using the cues listed below.

Cues to remember:

- Athletic position
- Open hips
- handshake grip
- Arm at a 90 degree angle
- Paddle flat as a board
- Cross your stomach
- Push the ball through
- Finish in the athletic position

Challenge: See how many consecutive strikes you can make in a row using the backhand.

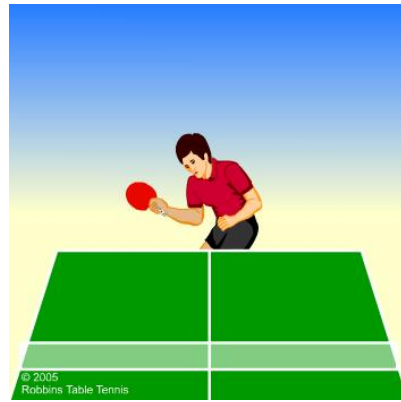


❖ **Proceed to station 7: Multi-Ball**

Skill Charts

Skill charts are used in the P.E. setting to remind the students what cues are needed for a skill and as a visual representation (picture) of the appropriate technique. By looking at a picture of another person doing the required skill (i.e. modeling) a student is better apt to increase their skill. It is always helpful to see someone else do something than to just know the cues for a skill. Skill charts are very useful in P.E. because they are informative and if made correctly simple and to the point. As a teacher, skill charts can be used to differentiate student learning so that the teacher can give more feedback while the student has more freedom. The teacher also can better focus on student development using skill charts.

Forehand swing



Cues:

- Keep your eyes on the ball
- Turn your side to the target
- Push through the ball
- Arm at a 90 degree angle
- Hit the ball out in front

Serving the ball



Cues:

- Turn your side to the target
- Keep your eyes on the ball
- Hit the ball into the table at a 45 degree angle
- Toss the ball on the paddle with the non-dominant hand.
- Keep the serve below the opponent's head level

The Slam Shot



Cues:

- Keep your eyes on the ball
- Full arm extension
- Contact on top of the ball with the paddle
- Long follow through

Table Tennis Assessments

Assessments are essential for student brain based learning. By assessing the student's technique during play one can determine the amount of improvement. Informal assessment is easily administered and is a great way to assess the student's progress. Table tennis is an activity that consists of different techniques and principles. Student assessment is crucial for development in the sport. The students will perform the basic steps in table tennis and assessing their skill progression is very important. This is why there will be three quizzes over the unit and two student assessments at beginning and end.



1. Unit plan assessment rubric
2. Student assessment #1
3. Quiz #1 with answer key
4. Quiz #2 with answer key
5. Quiz #3 with answer key
6. Student assessment #2

* Note to inform the students in advance when a test will take place and that the students are required to bring a pencil to class.

UNIT: TABLE TENNIS**NAMES: Noah McCurdy & James Harrison**

| Day | Lesson Theme | Informal Assessment | Standards | Formal Assessment | Standards |
|------------|--|--|--------------------------|--------------------------|--------------------------|
| 1 | Hand out syllabus | Ask students what they are going to be learning during the unit | NASPE: 1&2 EALRS: 1.1 | Self assessment 1 | NASPE: 1&2 EALRS: 1.1 |
| 2 | Striking the ball/ Grip | Have the students perform the correct shake-hand grip | NASPE: 1&2 EALRS: 1.1 | | |
| 3 | Watching the ball/ Stance and Posture | Have the students demonstrate the ready position | NASPE: 1&2 EALRS: 1.1 | | |
| 4 | Athletic Positioning | Ask the students to name cues needed to rally the ball. | NASPE: 1&2 EALRS: 1.1 | | |
| 5 | Stance and Posture (Hips) | Ask the students to name the cues needed to be in a good athletic stance | NASPE: 1&2 EALRS: 1.1 | | |
| 6 | Stance and Posture (Hips) | Have the students perform the correct athletic stance | NASPE: 1&2 EALRS: 1.1 | | |
| 7 | Forehand striking | Check to see if the students open their hips for the shot. | NASPE: 1&2 EALRS: 1.1 | | |
| 8 | Forehand topspin | Ask students to list all the forehand cues | NASPE: 1&2 EALRS: 1.1 | | |
| 9 | Forehand topspin | Check to see if students snap their wrists during the | NASPE: 1&2 EALRS: 1.1 | | |

| | | | | | |
|----|--------------------------|--|--------------------------|---------|--------------------------|
| | | forehand. | | | |
| 10 | Forehand topspin | Have the students demonstrate the motions of the forehand topspin | NASPE: 1&2 EALRS: 1.1 | | |
| 11 | Forehand chopping | Students will be able to list one cue on the forehand chop | NASPE: 1&2 EALRS: 1.1 | Quiz #1 | NASPE: 1&2 EALRS: 1.1 |
| 12 | Forehand chopping | Check to see if the students graze the ball when chopping the ball | NASPE: 1&2 EALRS: 1.1 | | |
| 13 | Forehand chopping | Students can name all the cues to hitting a forehand chop | NASPE: 1&2 EALRS: 1.1 | | |
| 14 | Backhand striking | Check to see if the students rotate their trunk while hitting backhand | NASPE: 1&2 EALRS: 1.1 | | |
| 15 | Backhand topspin | Check to see if the level of the paddle is at the proper angle | NASPE: 1&2 EALRS: 1.1 | | |
| 16 | Backhand topspin | Students will name the cues learned during class | NASPE: 1&2 EALRS: 1.1 | | |
| 17 | Backhand topspin | Students will demonstrate the motion and angle in which to hold the bat during the backhand topspin. | NASPE: 1&2 EALRS: 1.1 | | |
| 18 | Basic Serving (Forehand) | Students will be able to name two of the | NASPE: 1&2 EALRS: 1.1 | Quiz#2 | NASPE: 1&2 EALRS: 1.1 |

| | | | | | |
|----|------------------------------|---|--------------------------|--------|--------------------------|
| | | cues learned from the lesson | | | |
| 19 | Basic Serving (Forehand) | Check to see if the students hit the ball in the middle of the table on their side when serving | NASPE: 1&2 EALRS: 1.1 | | |
| 20 | Basic Serving (Forehand) | Check to see if the students are in the ready position right after the service. | NASPE: 1&2 EALRS: 1.1 | | |
| 21 | Complex Serving (Long Serve) | Check to see if the students hit to the back 1/3 of the table | NASPE: 1&2 EALRS: 1.1 | | |
| 22 | Complex Serving (Backhand) | Students will list 2 of the cues learned for the backhand service. | NASPE: 1&2 EALRS: 1.1 | | |
| 23 | Returning Serve | Check to see if the students are in the ready position | NASPE: 1&2 EALRS: 1.1 | | |
| 24 | Returning Serve | Check to see if the students open their hips when returning the ball. | NASPE: 1&2 EALRS: 1.1 | Quiz#3 | NASPE: 1&2 EALRS: 1.1 |
| 25 | Slam Shots | Check to see if the students can recognize the correct timing | NASPE: 1&2 EALRS: 1.1 | | |
| 26 | Slam Shots | Ask the students to name some of the cues when performing a slam shot | NASPE: 1&2 EALRS: 1.1 | | |
| 27 | Drop Shots | Ask the students to | NASPE: 1&2 | | |

| | | | | | |
|----|--------------------|--|--------------------------|-------------------|--------------------------|
| | | list one cue for a drop shot. | EALRS: 1.1 | | |
| 28 | Drop Shots | Students will demonstrate how to hold the paddle and the motion to perform a drop shot | NASPE: 1&2 EALRS: 1.1 | | |
| 29 | Defensive Strategy | Check to see if the students maintain the ready position while on defense | NASPE: 1&2 EALRS: 1.1 | | |
| 30 | Offensive Strategy | Check to see if the students are using the entire table. | NASPE: 1&2 EALRS: 1.1 | Self assessment 2 | NASPE: 1&2 EALRS: 1.1 |

Table Tennis

Quiz #1

Name: _____

(Multiple choice 2 pts each)

What are the different ways to hold the paddle?

- a) Penhold grip
- b) V grip
- c) Shakehand grip
- d) All of the above are correct
- e) None of the above are correct

What is known as the athletic position?

- a) Knees slightly bent
- b) On the balls of your feet
- c) Toes pointed inward
- d) All of the above are correct
- e) a & b are correct

What is the cue used daily to emphasize eye contact?

- a) Heads up
- b) Eyes on the ball
- c) Keen eyesight
- d) None of the above are correct

Competitive table tennis is played to how many points?

- a) 11
- b) 15
- c) 21
- d) 25

(Short answer 3 pts)

How do you place topspin on the ball?

What is the difference between the forehand topspin and chop?

When would be the ideal time to use a forehand chop?

Name one of the cues we learned in class for the forehand chop and topspin.

Answer Key Quiz # 1

- 1) D
- 2) E
- 3) B
- 4) A
- 5) Snap the wrist, graze the ball, and contact at 45 degrees
- 6) Forehand topspin versus Forehand chop: Faster speed on the ball for topspin, less curve than the forehand chop, swing over the ball for topspin rather than coming underneath for a chop, and the topspin should be used more than the chop ideally.
- 7) The forehand chop is designed to sway the tempo of the game. It is best used after a bombardment of forehand strikes to catch the opponent off guard. It is always good to change speeds to keep your opponent unbalanced, uncomfortable, and guessing.
- 8) Keep your eyes on the ball, graze the ball, snap the wrist, hit at a 45 degree angle, come underneath the ball (chop), and hit the over the ball (topspin).

Table Tennis Assessment 2

Name: _____

List some different shots in table tennis.

What are some ways to hold the paddle?

How do you place spin on the ball? Can you name 2 shots that would have spin on them?

If you were to teach the class what would you do differently?

What are some dislikes towards table tennis?

What have you enjoyed about the lessons?

Do you see table tennis becoming a leisure activity for you? Why or why not?

Would you recommend your friends to play table tennis? Give some reasons for or against?

*This assessment will not be graded. No answer key is required due to the nature of this assessment.

Table Tennis

Quiz #2

Name: _____

(Multiple choice 2 pts each)

What is the most popular sport in the world?

- a) Football
- b) Soccer
- c) Table tennis
- d) Basketball

When should you use a backhand?

- a) Anytime no matter where the ball is
- b) When the ball is hit to the non dominate hand side
- c) When the ball is hit to the dominate hand side
- d) None of the above

When should you hit the ball with topspin or chop?

- a) anytime
- b) whenever you want
- c) never
- d) a & b are correct

When should you start your swing for the forehand topspin?

- a) On the approach
- b) Right after the bounce
- c) When the ball falls
- d) None of the above are correct

(Short answer 3 pts each)

Name three cues for a backhand topspin?

Name three cues for the forehand topspin?

What is it called when you hit a backhand and the ball dips down quick to the table?

Name at least 5 cues other than the ones described on this page that has helped you develop your game in table tennis and why?

Answer key Quiz 2

- 1) C
- 2) B
- 3) B
- 4) A
- 5) Snap wrists, hit ball in middle of paddle, angle face upwards, graze the ball
- 6) Snap wrists, hit ball in middle of paddle, angle face upwards, graze the ball
- 7) Topspin
- 8) Answers may vary

Table Tennis

Quiz 3

Name: _____

Which type of hit is commonly used in basic serving?

- a) forehand
- b) backhand
- c) smash
- d) drop shot

How far should you try to get to the edge on a long serve?

- a) 6 inches or closer
- b) 3 inches or closer
- c) 9 inches or closer
- d) 12 inches or closer

Which serves take the most practice to master?

- a) forehand serve
- b) long serve
- c) backhand serve
- d) all of the above
- e) b and c only

What is the technique that a forehand serve tries to complete?

- A single bounce
- B double bounce
- C angle bounce
- D Servers bounce

Why is a serve so important to master?

How do you hit a legal serve?

What does spin do to the backhand serve?

When should you try to hit a long serve?

Answer Key Quiz # 3

- 1) A
- 2) D
- 3) E
- 4) B
- 5) Serving is very important to the game of table tennis because each point depends on a serve going in. Serving can also be a powerful weapon if developed well enough.
- 6) By striking the ball into your side and on one bounce have it bounce over and hit the opponents' side.
- 7) If a right handed person strikes a good backhand serve the ball should spin down and to the left.
- 8) Hitting a long serve is a decision that only the server can make for themselves. The long serve is best hit infrequently and when you need to change the tempo of the game.

Equipment list

The following equipment is what was used to teach table tennis throughout the entire lesson:

- 12 ping pong tables
- 12 ping pong nets
- 28 paddles
- 35 ping pong balls
- 1 roll of blue masking tape
- 12 hula hoops
- 12 pennies
- 56 flags
- 24 foam balls
- 24 poly spots
- 5 soft volleyballs
- 28 ping pong balls with 1 foot of string attached
- 14 scooters
- Assortment of balls
- 4 large bags
- 24 bean bags
- 15 cones
- 28 flag belts
- 24 Frisbee's

Resource Page

These are some of the different websites that we used to gather information on how to play table tennis.

www.tabletennis.about.com

www.usatt.org/organization/instructors_guide.pdf

www.teachpe.com/GCSE%20files/Table%20Tennis.pdf

www.masatenisi.org/guide/english/coachguide.htm

www.masatenisi.org/english/

www.usatt.org/