Pickleball

**PPick**

**Description**

Pickle ball is a racquet sport with opportunities for singles or doubles play. Developed initially as a recreational backyard game in 1965, it now has a governing body, the United States of America Pickle-ball Association (USAPA) established in 1984. The game is played on a court with the same markings and dimensions as badminton. A plastic whiffle ball is struck with wooden or plastic paddles over a net that is 3 feet high.

**Official Rules and Scoring**

The ball is served diagonally across the court and must clear a ‘no volley’ zone that extends seven feet from the net back into the court. The server stands with one foot behind the back line and serves underhand with the paddle passing below the server’s waist for the serve to be legal. One serve is allowed (except for a ‘let’). All volleys must be struck behind the ‘no volley zone’ and there is a ‘double bounce rule’ that requires each team to play its first shot off the bounce. Points are scored on serves only and the service rules are the same as those used for Badminton.

Schmottlach, N. & McManama, J. (2006) *Physical Education Activity Handbook, 11th Ed.* San Francisco, CA. Pearson Education, Inc. Benjamin Cummings

**OUR "NEED to KNOW" RULES of PICKLEBALL**

Rock, paper, and scissors will determine the first serve.

We will be playing on a long narrow court that is exactly half the size of the regulation court in width. The non-volley zone, end line, and outside line will be regulation.

A player is not allowed to volley a shot from between the net and 7' non-volley zone line or to step into this area as part of a volley follow-through.

We will begin play with a TOSS. Once we learn the serve, the ball will be served underhand, from below the waist, and in the air WITHOUT bouncing it off the court.

For our purposes, the toss-serve and serve may be delivered from anywhere behind the non-volley line.

Each team must play its first shot off the bounce (so, serve and first return of serve)

Points are scored by the serving side ONLY and occur when the opponent faults (fails to return ball, hits ball out of bounds, hits ball so that it does not clear the net, or volleying the ball before it has bounced on each side of the net).

The server continues to serve until the server faults. On occasion during scrimmages we will alternate serves on every point. A ball bouncing on any of the boundary lines is considered in play.

Due to limited class time, the winner will be determined by whoever is ahead after a predetermined amount of time.

**Strokes**

* Forehand
* Backhand
* Lob
* Volley
* Serve

**Social Skills & Etiquette**

Students should be courteous to others.

Do not walk behind courts while a point is in progress.

Make sure opponents are ready before serving.

Call out the score prior to serving with the servers score called first.

Recognize good play by opponents and partners.

If a ball goes onto another court and interrupts play a let may be called.

**PICKLEBALL POINT EARNING SYSTEM**

**TEAM**

**Ready for Day**

One point for entire team in team uniform

One point for entire team on home court warming up when bell rings

**Fairplay**

Teams showing fairplay, support, and encouragement during class activities and competition may be awarded up to two points

**Competition**

Winning team receives two points

Tying teams each receive one point

Team winning Jeopardy receives two points

**INDIVIDUAL**

**Performance**

Each player will earn points for their tactical and skill performance based on Game Performance Assessment Instrument and individual game statistics

**Role Responsibilities**

Range of zero to three points for team members performing their roles appropriately

**Team Player**

Range of zero to three points for team members displaying appropriate team player behavior

**On Task**

Range of zero to three points for team members being on task throughout class

***\*Please be advised that teachers can modify these activities to the level of student skill. If students are not as advanced, feel free to substitute the strokes with more fundamental ball handling. Hitting shorter distances for lesser skilled. Bigger foam balls may be used for elementary as well. \****

**Pickleball Sample Season Block Plan**

|  |  |
| --- | --- |
| **Day** | **Class Activity** |
| **1** | * Introduce Sport Education. * Teams assigned, team roles, team names chosen, contracts signed, team poster and point system announced. |
| **2** | * Introduce Eastern Forehand, Backhand and continental grips and ball handling skills. * Perform ball handling skills. Self-assessment check off sheet. * Students will work cooperatively to earn fair play points. |
| **3** | * Introduce forehand and backhand drive. Court boundaries. * Introduce drop-hit in order to get the points started. |
| **4** | * Teacher goes over rules of pickleball. Introduce volley and lob. * Drills using volley and lob. Team challenges-Rally Tally and Backhand Madness. |
| **5** | * Introduce rules of serving and critical elements. * Review of all previous skills. * Drills-serving, serve and lob. Team challenge- Serve and return game. |
| **6** | * Introduce smash and drop shot. Drills using smash. * Team challenge: Target Smash Game. |
| **7** | * Review strategies of court positioning and shot placement. * Team practice. Teacher demonstrates doubles game play rules/positioning. Crosscourt/down the line drill. Fronton. |
| **8** | * Teacher demonstrates the positions of officials * Stats sheets used for games and responsibilities of the duty team. |
| **9-11** | * Warm-ups and Pre-season round robin competition. Duty teams will perform duties of officiating and stats. |
| **12** | * Warm-ups and Pre-season round robin competition. Duty teams will perform duties of officiating and stats. Make line ups for regular season tournaments. Singles and Doubles. |
| **13** | * Coach led team practice and team cheer competition for points. Prepare offensive and defensive strategies and make adjustments. Regular Season Tournament. |
| **14** | * Vote on awards. * Coach led practice. Down the line/crosscourt drill and Regular Season Tournament. |
| **15** | * Team regular season championship. * Award presentations. Individual and team. (Certificates or prizes awarded.) * Pictures taken of each team with their team poster. |

**Sport Education Season for Pickleball**

**Grade Level:** Elementary, Middle and High school

**Seasonal Format**: Fifteen Class sessions, meeting five times a week for fifty-six minutes each day

**Team Format**: Teacher asks for volunteers and/or chooses captains, captains make 6 teams and assigned to captain by random lottery or any way chosen by the teacher.

**Equipment**: Pickleball nets, Pickleball courts marked off, (Depending on gym space) Pickleball paddles, wiffleballs, cones, 150 foot of wall space.

**Competition Formats**:

Preseason: Round robin tournament flights. Singles and Doubles if time allows.

Regular Season: Round robin based on result of flights.

**Student roles**: Captain, Coach, Manager, Exercise Specialist, Head Statistician, Head Official

**Performance Records**: Skill check-off sheets, individual and team statistics

**Special Features:** Individual and team awards

**Format from:** Siedentop, D. (1994) *Sport education: Quality PE through positive sport experiences.* Champaign, IL: Human Kinetics.

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**Pickleball Sport Education Outcomes**

Students should know: history and cultural importance of the game, skills, terminology, and rules to enable appropriate play, officiating, and stat keeping.

Students should be able to play a competitive, strategic game of pickleball and exhibit a sufficient fitness level to play basketball.

Students should exhibit:

* Positive character traits (e.g., caring, fairness, responsibility, respect, and trustworthiness)
* Fair play and enhanced socialization skills through teamwork.
* Enhanced self-esteem via the various roles
* Have a lasting understanding and appreciation of the game of pickleball enhanced problem-solving and conflict resolution skills
* Development in a variety of specific and gross motor skills that is relative to the game of pickleball.

**Pickleball Sample Lesson Plans**

***Pickleball Lesson 1***

***Lesson Objectives/Assessment***

* Students will understand the concept of Sport Education.
* Students will work cooperatively in their team to choose team roles, team names and mascot.
* Students will understand how points can be awarded to teams.

***Learning Activities***

* Sport Education concepts are reviewed which were covered in the class prior to beginning the season. (Teams, roles, fair play, points, awards and competitions are discussed)
* Teacher introduces captains to the class. Teams are announced after random lottery or draft prior to Lesson 1. (Teams may be chosen in a variety of ways)
* Captains are asked to lead a discussion to decide team roles. Role sheet and contracts are signed and placed in their team folder.
* Teams are asked to choose a team name, mascot and color.
* Posters are made with the team name, mascot, color(s), name of each player, something about each player and their team roles.
* Captains review rules and history with the team while making posters.
* Exercise specialist plans a warm up activity using a variety of stretching and should include some plyometric exercises.
* Coach plans a team warm-up for 5 minutes using pickleball equipment.
* Motivator plans a team cheer and ways to show support for their team.
* Manager gets the jerseys, paddles and balls for each team.
* At the whistle Team warm ups are performed led by the exercise specialist.
* At next whistle team practice led by the coach.

***Closure & Reflection***

* What are the advantages of creating a team identity within the sports education model?
* Why is pickleball considered a lifetime sport?
* What are other racket sports which are considered lifetime sports?

***Pickleball-Lesson 2***

***Lesson Objectives/ Assessment***

* Students will work cooperatively with their team to earn fair play points.
* Students will correctly demonstrate the Eastern Forehand (shake hands grip), Eastern Backhand and Continental grips.
* Students will demonstrate their ability to perform ball handling skills using the self assessment check off sheet.

***Learning Activities***

* Teams enter gymnasium and go to their practice area. Teams use the same area each day.
* Captains will check the Notice board for daily instructions (example below).

**Notice Board**

1. Captains get folder. (Folder-coach’s plan, Pickleball rules and check sheets/pickleball rocks.)

2. Managers get jerseys and a paddle and ball for each team member.

3. Captains review the rules of pickleball with their team.

4. Posters are completed and put on the wall.

* Exercise specialist lead the team in warm ups. (or teacher led in Elementary)
* Coaches lead teams in warm ups with equipment.
* Teacher walks around distributing points awarded for being efficient use of time, effectiveness of created warm up and proper execution of specific exercises. Points are also awarded for cooperation between team members, opposing teams and instructor.
* Teacher demonstrates the Eastern Forehand, Eastern Backhand and Continental grips.
* Teacher demonstrates ball handling skills used in pickleball.
* Boundaries of pickleball are discussed. Specifically the no-volley line.
* Teams may divide into two groups. Three teams may utilize the courts/nets and perform the drills while the other teams are doing their ball handling skills sheet.
* Coaches use coach’s plan for checking proper grips and ball handling skills. **Appendix A** – Pickleball Rocks check off sheet is used as a self-assessment of each skill.
* **Drill #1** Pair up with a partner within your team. Partner A tosses to Partner B. Partner B hits the ball to Partner A so that A can catch the ball. 10 times. Switch positions.
* **Drill #2** Both partners hit to each other. Try to keep the ball going. See how many times you can hit with no more than one bounce.
* **Drill #3** Player A drop hits a ball deep to forehand of B, B returns, A attempts to move B short or side to side on the next shot.

***Closure and Reflection***

* Students describe the Eastern forehand grip, Eastern backhand grip and Continental grip.
* Students describe the boundaries of the pickleball court.
* What are some positive things you can do to receive fair play points?

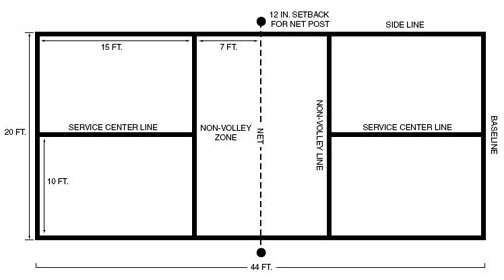
***Pickleball-Lesson 3***

***Learning Objectives/Assessment***

* Students will work cooperatively with teams to improve their pickleball skills.
* Students will be able to demonstrate forehand and backhand drives.
* Students will participate in team challenges to the best of their ability.

***Learning Activities***

* Teams enter the gym and go to their practice area. Read the Notice Board upon arriving to the gym to get assignments for the day.
* Exercise specialist leads warm ups.
* **Instant Activity: Team challenge** **“Pickleball Tag”**
* Each team will assign one tagger and one reliever.
* Tagger will wear their color jersey and the reliever will wear no jersey or non-used color.
* The tagger, reliever and the rest of the team must balance a pickleball on a paddle.
* The only way they may walk or run is if the ball is balanced on the paddle.
* If the ball falls off the tagger’s paddle; the tagger cannot tag until the ball is balanced again and the players must remain still if they are tagged or if the ball falls off until the reliever comes to tag them. Then the players are back in the game.
* Everyone must stay within cones and boundaries.
* Points are awarded based on how many of each color are remaining active in the game when time is called. Bonus points to each tagger who made the entire game without losing possession of the ball.
* While teams are practicing in practice areas, teacher is scanning and meeting with coaches to explain checklist used, the forehand and backhand to coaches as well as the drills to be performed.
* Coach leads practice with review of grips and performing ball handling skills.
* Teacher demonstrates forehand and backhand drives. Cues may be placed on a poster on the wall.
* **Drill #1:** **One-bounce partner drill**- In partners about 30 feet apart, students drop hit the ball to their partner, who let it bounce once before returning. When an error is made begin with a drop hit once again. First use forehands only and then backhands only. Change partners.
* **Drill #2**: **Rally Tally**-Partners count how many times a ball may be hit over the net with one bounce. When a ball is hit out, in the net or two bounces switch places with teammates.
* **Team Challenge: Fronton-** Begin with each team putting two players on the court against partners from another team. Put ball in play with a drop-hit and play out the point. Team who wins the point stays on the court and receives a point for their SE team. Losing team from the point switch with two teammates. Winning partners stay on until losing a point or winning 3 consecutive points. Play to seven or time limit. Total the score for your team. Rotate teams. Round Robin format. Give points to teams for 1st thru 6th place.

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***Closure and Reflection***

* What are two critical elements of the forehand drive and backhand drive?
* Who can explain when you would use each of the shots as a strategy?
* What was needed to be successful as a team in the team challenges?

***Pickleball-Lesson 4***

***Lesson Objectives/Assessment***

* Students will be able to understand the concept of the rules and boundaries for the game of pickleball.
* Students will be able to demonstrate a volley,and a lob.
* Students will be able to work cooperatively to be successful in the team challenges.

***Learning Activities***

* Students read the Notice Board and perform tasks in their practice area.
* Exercise specialist leads warm-ups and coach leads practice session.
* Teacher demonstrates the volley and a lob. Explain the strategy of using each stroke.
* **Drill #1: Partner Rally Drill**-Partners face each other over a net. Drop-hit the ball to begin and volley without letting the ball touch the floor. Use both forehand and backhand hits. Attempt to volley 10 times consecutively. Count how many times you can keep the ball in play.
* **Drill #2: Partner One-Bounce and Volley Drill-** Stand 30 feet apart and mix volleys and one-bounce shots, using forehand, backhand, underhand, and overhand hits. (8-10 min.)
* **Drill #3: Partner One-Bounce and Lob drill-** Partner A drop hits to partner B who lobs the ball using forehand or backhand lob. Return shot from partner A is a one bounce hit. Continue with one-bounce to lob. Switch roles (5 min.)
* **Team challenge: Rally Tally-**With a partner, count how many times you can hit the ball without an unforced error. May only bounce once on each side. Using the honor system each team will report the number of the most successful hits. Points awarded for this challenge.
* **Team challenge:** **Backhand madness**- Same as above but with backhands only.

***Closure and Reflection***

* What were two critical elements for the volley? Lob?
* Why is it important to have a short swing on a volley?
* What were things you could have done positive today to gain fair play points?

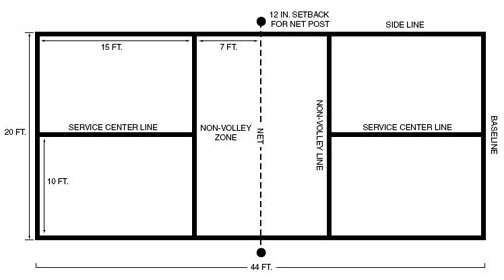
***Pickleball-Lesson 5***

***Lesson Objectives/Assessments***

* Students will be able to understand rules of serving in pickleball.
* Students will be able to correctly demonstrate a serve.
* Students will be able to work cooperatively with their teams.

***Learning Activities***

* Students read the Notice Board and perform tasks in their practice area.
* Exercise specialist leads warm-ups and coach leads practice session.
* Coaches review skills and perform warm up using forehand, backhand, volley and lobs.
* Teacher explains rules of serving and demonstrates the serve.
* Coach observes each team member serving and offers guidance.
* **Drill #1 Serving Drill**: A serves 3 balls from the right court across to D. Player A goes to the back of the line behind C. C serves 3 balls diagonally from the left court to B. B and D retrieve the balls then serve 3 balls back across diagonally and go to the back of the opposite lines.

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**D**

**B**

**C**

**A**

* **Drill #2 Serve and Lob drill-** Two pairs of students to a court. A and C serve to B and D. B and D allow one bounce and lob the ball back to A and C. Serve 3 balls then rotate.
* **Drill #3 Serve and Return Game: Team Challenge:** Teams play against each other. Keeping the same formation, the receiver stands inside the diagonal court and returns the serve after the ball bounces once. Alternate serving sides after every serve. Teams score 1 point for every legal serve and 1 point for every legal return, meaning that the ball must fall within court boundaries. Players rotate serving and receiving after each attempt. Players not engaged in the point should retrieve balls and assist in keeping the score. Server calls out the score. Play to 11 points or to time-limit. Play a round robin using this serving point game for team points.

***Closure and Reflection***

* What are two critical elements of the serve?
* What are the benefits of serving the ball using different amounts of force?
* What are offensive strategies a player may use while utilizing the serve.
* Does pickleball have a long-term effect on health? If so why?

***Pickleball-Lesson 6***

***Lesson Objectives***

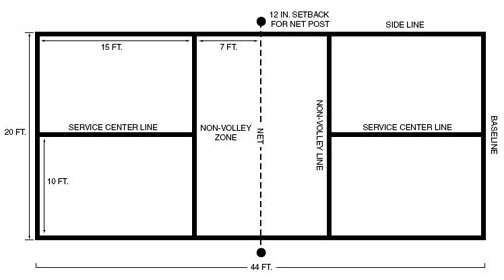
* Students will be able to work cooperatively with teammates to score points in the game of pickleball.
* Students will be able to correctly demonstrate the smash, dropshot and topspin.
* Students will be able to discuss the strategies used with a dropshot.

***Learning Activities***

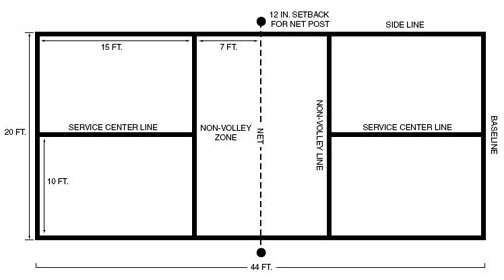
* Captains lead team warm-ups in team practice area.
* 3 Teams begin practicing rally tally then down the line crosscourt drill while 3 teams are working on ball handling skills. Switch after 3 minutes.
* While teams are practicing rally tally /ball handling the teacher meets with coaches and explains the smash, drop shot and how to set up their practice drills.
* Teacher demonstrates the use of a powerful wrist snap and a weak snap and follow through to differentiate between a smash and drop shot.
* Coach led practice of smash/drop shot in practice area. Add topspin.
* **[](http://www.google.com/imgres?imgurl=http://www.lafayettepickleball.net/Pickleball(Yellow)2.jpg&imgrefurl=http://www.lafayettepickleball.net/usapapage.htm&usg=__h2rgsAalFY4IsJsMH5RFHWwdvTY=&h=217&w=218&sz=46&hl=en&start=19&um=1&itbs=1&tbnid=h14gtSlYBo6JPM:&tbnh=107&tbnw=107&prev=/images?q=pickleballs&um=1&hl=en&sa=N&tbs=isch:1)Drill # 1:** Have partner 1 toss the ball and partner 2 smash the ball (switch roles) Partner 1 will stand on outside of the court and partner 2 will be on the other side on the non-volley line

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* **Team Challenge: Target smash drill.** Set up cones and/or hoops Players 5 feed balls to teammates who try to hit the targets. Specify amount of points for each target. Total the score for each player. Team gets a total for all scores and report to the statistician who will record the scores.
* Game play within your team for the remaining time. Anytime a player successfully hits an overhead smash it is 3 additional points.
* Coaches are assigned homework of creating a 15 minute team practice for next class to work on aspects that their team needs help with.

***Closure and Reflection***

* How can offensive tactics be used to throw off a defensive game plan?
* When would you use the smash in pickleball?
* When would you use the drop shot in pickleball?
* What are the critical elements which differentiate between the two?

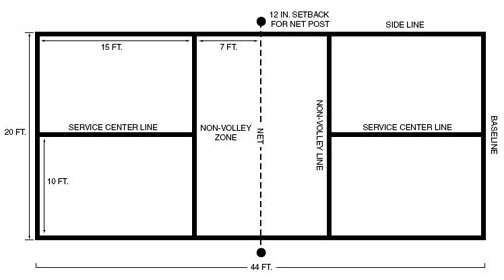
***Pickleball-Lesson 7***

***Lesson Objectives/Assessments***

* Students will demonstrate the cooperative techniques that are necessary during team practices.
* Students will be able to utilize offensive and defensive strategies used to participate in pickleball.

***Learning Activities***

* Students read the Notice Board and perform tasks in their practice area.
* Exercise specialist leads warm-ups and coach leads practice session.
* Teacher will meet with coaches to review strategies used in pickleball concerning court positioning and shot placement.
* Coaches will utilize their practice plan for team practice. (Some teams may feel they need more practice on their serve while others may be on service return with basic groundstrokes.)
* Teacher demonstrates doubles game play utilizing 4 players and one court.
* Teacher explains the rules of doubles and positioning.
* **Drill #1 Crosscourt/down the line:** Two balls in play at a time. Players on the right side of the court hit down the line to each other and the same on the left. Coach tells them to switch after approximately 1 minute all players will use crosscourt shots. Switch with teammates.
* **Drill #2-Fronton singles within teams.**

**[](http://www.google.com/imgres?imgurl=http://www.kirkwood.edu/images/uploaded/78/Pickleball.jpg&imgrefurl=http://www.kirkwood.edu/site/index.php?p=20824&usg=__xv6cH1XJD2NGxImJCfZyjeN3F3g=&h=838&w=400&sz=45&hl=en&start=2&itbs=1&tbnid=rCQHsR1BwC93-M:&tbnh=144&tbnw=69&prev=/images?q=pickleball+paddle&hl=en&gbv=2&tbs=isch:1)[](http://www.google.com/imgres?imgurl=http://www.lafayettepickleball.net/Pickleball(Yellow)2.jpg&imgrefurl=http://www.lafayettepickleball.net/usapapage.htm&usg=__h2rgsAalFY4IsJsMH5RFHWwdvTY=&h=217&w=218&sz=46&hl=en&start=19&um=1&itbs=1&tbnid=h14gtSlYBo6JPM:&tbnh=107&tbnw=107&prev=/images?q=pickleballs&um=1&hl=en&sa=N&tbs=isch:1)**

* Practice to assist teams in getting ready for game play.
* Teams play out points within their teams.

***Closure and Reflection***

* What are two offensive strategies for pickleball?
* What are two defensive strategies for pickleball?
* What was needed today in order for your team to have a successful practice?

***Pickleball-Lesson 8***

***Lesson Objectives/Assessments***

* Student will be able to demonstrate knowledge of scouting for pickleball competitions.
* Students will be able to demonstrate knowledge of keeping stats necessary for the round robin flight competitions. (Score, strokes and fair play points)
* Students will work cooperatively to decide who is responsible for the referee positions and scoring

***Learning Activities***

* Captains check the notice board and review the official’s sheet in the folder. Review rules of pickleball for a team quiz for points.
* Coach discusses what to look for when scouting. See appendix. **Scouting the pickleball competition.**
* Teacher demonstrates and discusses rules, calls and positions which will be used for team competitions by the duty team.
* All responsibilities for the duty team are discussed stats, score and fair play points.
* Scrimmages are set up using same format as the flight round robin tournament. Duty teams will practice keeping score and stats.

***Closure and Reflection***

* Where are the responsibilities of the duty team?
* What is the responsibility of the statisticians?
* What would someone look for when scouting another team?

***Pickleball-Lesson 9-11***

***Lesson Objectives/Assessments***

* Students read the Notice Board and perform tasks in their practice area.
* Exercise specialist leads warm-ups and coach leads practice session.
* Students are active participants during the round robin flight pre-season play through participation/duty team.

***Learning Activities***

* Captain checks the notice board for games and duty assignments. (Teacher sets up a round robin tournament with the duty teams and courts assigned. Place on the notice board.)
* Exercise specialist leads in warm ups.
* Coach leads the team in team practice.
* Pre-season games are played to determine tournament standings in each flight.
* Statisticians record all game results and fair play points on poster.

***Closure and Reflection***

* What do you feel your team needs to work on to be a more efficient duty team?
* What was the most challenging about the duty team?
* What was the most rewarding experience you had while being the duty

team?

***Pickleball-Lesson 12***

***Lesson Objectives/Assessments***

* Students will practice as a team to get prepared for regular season tournament.
* Students will complete any round robin games left from Day 11
* Students will work cooperatively to perform their team cheer for the class.

***Learning Activities***

* Students read the Notice Board and perform tasks in their practice area.
* Exercise specialist leads warm-ups and coach leads practice session.
* Students warm up as a team and practice for the regular season tournament. (Singles and Doubles)
* Coaches make necessary adjustments to their team.
* Motivator prepares team for the spirit competition with their cheer. Teams vote on the best cheer and rank 1-6.
* Finish any round robin games from day 11.
* **Team Challenge**: Final team challenge teacher’s choice.

***Closure and Reflection***

* What offensive or defensive strategies do you feel your team needs to work on before the tournament?
* What is the importance of the duty team in the tournament competitions?

***Pickleball-Lesson 13***

***Lesson Objectives***

* Students will participate in team competitions for the regular season.
* Students will follow guidance from their coach for the best possible line-up possibilities.
* Students will work cooperatively to earn fair play points.

***Learning Activities***

* Students read the Notice Board and perform tasks in their practice area.
* Exercise specialist leads warm-ups.
* Team practice led by coach. Prepare line-ups by placing in flights.

***Closure and Reflection***

* What was needed in order to be successful today in the competitions?
* What aggressive offensive technique do you feel was most effective?

***Pickleball Lesson -14***

***Lesson Objectives***

* Students work cooperatively in teams to participate in competition/duty teams for the pickleball championships.
* Students will participate with full effort in tournament games.
* Students will be fair and responsible when making officiating decisions during tournament games.

***Learning Activities***

* Students read the Notice Board and perform tasks in their practice area.
* Teams vote for the “best” officials. The team with the most votes will be the duty team for the championship match.
* Students vote for award winners (individual fair play award, team fair play award, best equipment manager, hustle award, MVP, best coach , best captain, best statistician.)
* Exercise specialist leads warm-ups and coach leads practice session.
* **Drill #1**: **Down-the-Line and crosscourt drill**- Each team puts 4 players on the court. Student A hits down the line to B, who hits crosscourt to C, who hits down the line to D, who hits crosscourt back to A. Team warm up and practice for Regular Season Tournament games.

C D

B A

***Closure and Reflection***

* What offensive strategy seemed to be the most successful in tournament play?
* What role do you think playing side by side in doubles played in the tournament competitions today?
* Were there any strategic decisions based on the competition?

***\*Instructions for Day 15 Awards Ceremony***

The awards day may be the finals of the competition along with giving out awards for the season. Each captain may say something about their team and students will discuss some of the highlights of the season. Video, pictures or slide show may be shown. Awards can be certificates or any items you have donated for gifts. Everyone should win a prize as everyone is a winner in Sport Education.

***Pickleball-Lesson 15***

***Lesson Objectives/Assessments***

* Students work cooperatively in teams to participate in competition /team point tally.
* Students support one another and demonstrate appropriate behavior during awards ceremony.

***Learning Activities***

* Teams finish “competition” if needed.
* Award presentations. Individual and team. (Certificates or prizes collected)
* Pictures taken of each team with their team poster.

***Closure and Reflection***

* What skills did you enjoy learning the most?
* What do you think made the team with the most total points successful?
* What did you like best about Sport Education?
* What would you like to change about the Sport Education Pickleball season?

SPORT EDUCATION PICKLEBALL SURVEY

Playing Experience

1 2 3 4 5

I’m off to Certainly Count Backyard Mentor

Olympics “elite” on me! at best me,

Please…



1 2 3 4 5

A positive Cooperate Count “I’ll do” Can be pushy

& supportive well on me!

team player

Fair-play



Winning

1 2 3 4 5

Festivity, Worth Part of the Should be Only thing

Important striving game & focus of that counts Worth the toward important participation

Effort



PICKLEBALL SEASON

Team Members

1.

2.

3.

4.

5.

6.



Team Roster & Roles

Team Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Team Color(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Team Mascot \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Team Goal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Roles**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Captain

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Coach

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Publicist

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Head Official

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Head Statistician

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Manager

Team Chant, Cheer, Rap, or Song





**Assessment #1 Team name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Ball Handling**

Directions: Each student must write their name in the names column. Next, each student must perform each of the six tasks and write how many times/how many seconds you were able to perform the skill. Please be honest when recording your score. Fair play points will be rewarded for each team completing the assessment.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Names** | **Balance Ball on Paddle while walking (30 sec)** | **Palms Up**  **(25 x)** | **Palms Down (25 in row)** | **Alternating Palms up and down (20 in row)** | **Drop-hit ball up to self on paddle (5x)** | **Wall rally**  **(20 times)** |
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PICKLEBALL FLIGHTS

TEAM \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Flight 1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Flight 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Flight 3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Flight 4 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Flight 5 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Flight 6 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PICKLEBALL 1 vs 1 TOURNAMENT

* Competition will take place within flights.
* All teams will compete against all others within each flight
* A record of the number of points each team scores across all flights will determine the winning team
* Games will last four minutes. A team need only win by one point.

Round I

Flight 1 (Flight 2 duty) Flight 3 (Flight 4 duty) Flight 5 (Flight 6 duty)

Round II

Flight 2 (Flight 1 duty) Flight 4 (Flight 3 duty) Flight 6 (Flight 5 duty)

**Score Sheet**

Flight \_\_\_\_\_\_\_\_\_\_\_\_

Team \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_

Player \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_

Game 1\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_

Game 2\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_

Game 3\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_

Game 4\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_

Game 5\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_

Game 6\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_

Total \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_

PICKLEBALL 1 vs 1 TOURNAMENT

**Score Sheet**

**Flight** \_\_\_\_\_\_\_\_\_\_\_\_

**Team** \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

**Player** \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

Game 1\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_

Game 2\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_

Game 3\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_

Game 4\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_

Game 5\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_ \_ \_\_\_\_\_\_\_

Game 6\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_

Total \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_

**TEAM STANDINGS FOR PICKLEBALL**

**Team** \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_

Flight 1\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_

Flight 2\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_

Flight 3\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_

Flight 4\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_

Flight 5\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_

Flight 6\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_

**Subtotal\_**\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_

**Fairplay**\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_

**Total** \_\_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_

**1st Place \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**2nd Place \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**3rd Place \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**4th Place \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**5th Place \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**6th Place \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SCOUTING THE PICKLEBALL COMPETITION**

As we run a scrimmage with flights (fights 1 & 2, flights 3 & 4, flights 5 & 6) you will be analyzing the play of your opponents. Watch their games, note their habits, and ask yourself a series of questions that will enhance your game intelligence.

Here are some questions you might want to start with, but feel free to create and answer your own.

* What are their strengths?
* What type of shots might cause them vulnerability?
* Where might you place your toss serve for each person?
* What tactics will be for defeating them (push to back of court, drop shot into front of court, etc) (Offensive strategies)

Your coach will guide you through discussion both before and after the scrimmage to assist you in preparing for your competition.

[](http://www.google.com/imgres?imgurl=http://i128.photobucket.com/albums/p192/tami_055/pickleball.jpg&imgrefurl=http://www.myspace.com/brianduprey&usg=__fkiDOyKX9gVDY9ywSdXzJ1vVsHw=&h=200&w=160&sz=5&hl=en&start=39&um=1&itbs=1&tbnid=MnoLBZAuVJj8yM:&tbnh=104&tbnw=83&prev=/images?q=pickleball&start=20&um=1&hl=en&sa=N&ndsp=20&tbs=isch:1,itp:clipart)

# PICKLEBALL

## GAME PLAY STATISTICS

Collect game statistics on how the point or side-out was won by tallying the specific skill.

FLIGHT \_\_\_\_\_\_\_\_ Assessment by \_\_\_\_\_\_\_\_\_\_\_\_\_

##### HOW POINT WON ERRORS

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| PLAYER/TEAM | Drive | Lob | Volley | Serve | Drop Shot | Smash |  | Service | Return | Rule Violation |
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# PICKLEBALL

## GAME PLAY STATISTICS

Collect game statistics data for all or selected skills. Determine if the skill was performed successfully (S) or unsuccessfully (US) and note it in the column for the demonstrated skill.

FLIGHT \_\_\_\_\_\_\_\_ Assessment by \_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Skills Demonstrated | | | | | | | |
| Player | Forehand Drive | Backhand Drive | LOB | Volley | Drop Shot | Return | Rule Violation |
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**Game Performance Assessment Instrument**

**PICKLEBALL**

**Team \_\_\_\_\_\_\_\_\_\_\_\_ Flight \_\_\_\_\_\_\_\_\_\_\_\_ Player \_\_\_\_\_\_\_\_\_\_\_**

**Observation Dates a) \_\_\_\_\_\_\_\_ b) \_\_\_\_\_\_\_\_ c) \_\_\_\_\_\_\_\_d) \_\_\_\_\_\_\_\_**

**Components & Criteria**

* Skill execution--Students perform the ground strokes into opponent's court
* Decision making--Students make appropriate choice when to place a long (deep) or short shots
* Base--Students return to base position between skill attempts

**Recording Procedures**

Use a tally to mark the observed category. Mark each player's responses during the game. If the student you are evaluating strikes the ball long or short, be sure to mark whether an appropriate (A) or inappropriate (IA) decision was made and whether the groundstrokes were executed efficiently (E) or inefficiently (IE).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| NAME | Skill Execution  E IE | | Decision Making  A IA | | Base  A IA | |
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**PICKLEBALL JEOPARDY**

**Sport Education**

1. The six major characteristics of sport compared to physical education sport are...

**Seasons**

**Affiliation**

**Formal Competition**

**Keeping Records**

**Festivity**

**Culminating Event**

1. Competition has three central meanings

**Festival**

**Competence**

**Rivalry**

1. Three ways in which Sport Education differs from youth sport, interschool sport, and institutional sport.

Sport Education...

**Demands full participation for all**

**Forms of sport must be developmentally matched to the experience and ability of students**

**Students learn roles beyond that of a participant**

**Pickleball**

1. Pickleball might best be considered a game of
2. power
3. strength & speed
4. finesse & tactics
5. speed & placement
6. To have an aggressive offense, you must have a net game that develops around which shot? (Hint: not the smash)

**Volley**

1. The shot used to force a net player back to the baseline into a less advantageous position is a ...

**Lob**

**You Make the Call**

1. Dave serves the ball, Jon returns it with a volley

**Point for Dave**

1. Mandy executes a strong shot before the ball bounces, stepping into the non-volley in her follow-through

Side out if Mandy was the server or point for Mandy's opponent

300 Stacey toss serves to Tyler, an exciting rally is going when Tyler's shot bounces just beyond the sideline; however, Stacey returns it out of bounds beyond the baseline.

**Point for Stacey**

**Odds & Ends**

1. The three sections of your reflection assignment include

**Description**

**Justification**

**Critique**

1. Self assessment of your active participation level demonstrates your level of

**Responsibility**

1. What was the most important message we gained from the *Lessons Learned from Skateboarders* article?

**"Your call"**

SPORT EDUCATION PICKLEBALL SEASON

Awards & Recognition



**Team Points**

Dressed in uniform

Warming up on team court when class begins

Display fairplay daily

Demonstrate team support daily

**Performance Points**

Team with most cumulative points in individual tournament

Player who consistently makes appropriate decisions on shot placement

Player who consistently performs appropriate technique on shots

Player who consistently returns to base position between shots

Player who provides the most encouragement to opponents

Team with Most Hustle

Team with Most Spirit

Others you would like to see …