Unit Plan for Pickle Ball

PED 304

John Mann
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Abstract-

Pickle-ball is a racquet and ball sport that can be enjoyed by people of all ages. This unit plan will include a pre-test and a post-test over the rules and techniques of the game. We will start by covering the basic fundamentals of striking the ball, progress into using forehand and backhand movements, directing the ball in different angles and places on the court. This unit has been written for the 3rd to 5th grade level, however it can be altered and taught at the secondary level also. This unit will address Show-Me standard number 4 for Physical Education and GLE’s (HM1C4), (PA2A4) and (HM1F3).
Following all lesson plans learning the basic techniques of the game, we will play doubles against each other on the final day of the unit.

Unit Plan Objectives-

1. (SOCIAL) SWBAT demonstrate good sportsmanship all the time while participating in the unit plan. (HM1F3)
2. (COGNATIVE) SWBAT answer questions on a written exam, at the end of the unit including the rules, court dimensions, how and when the game was invented and who the game was named after, scoring 75% or better. (PA2A4)
3. (MOTOR) SWBAT serve the ball into the service square, over the net, using proper form, 4 out of 5 times. (HM1C4)
4. (MOTOR) SWBAT strike the ball using the forehand movements, over the net, hitting inbounds 4 out of 5 times. (HM1C4)
5. (MOTOR) SWBAT strike the ball using the backhand movements, over the net, in bounds 4 out of 5 times. (HM1C4)
Basic Rules of Pickle-ball

Pickle-ball began in the Puget Sound region of the State of Washington USA. Though it has been around for about twenty plus years, the last several years have seen tremendous growth. Pickle-ball is a simple paddle game, playing with a special perforated slow-moving ball (whiffle-ball), over a tennis type net and on a badminton-sized court. The ball is served underhand, without bouncing it from the court, and is served diagonally to the opponent's service zone. Pickle-ball Rules state points are scored by the serving side only and occur when the opponent faults (fails to return the ball, hits the ball out of bounds, etc.). The server continues to serve, altering service courts, until the server faults. A game is won by the first side to reach eleven (11) points but will continue until won by a two-point margin.

Court Dimensions

![Pickle-ball Court Dimensions Diagram]
Pre-Test and Post-Test

* TRUE/FALSE one point for each question.

1. True or False: The game was named after a Pickle.
2. True or False: Serving is done using an overhand motion.
3. True or False: A Pickle-ball court and a badminton court are the same size.
4. True or False: You stand with both feet behind the line while serving.
5. True or False: You can hit the ball in the air during play on the first hit.
6. True or False: Them game goes until one player reaches 11 points.
7. True or False: You bounce the ball and then hit it on a serve.
8. True or False: You can play doubles games in Pickle-ball.
9. True or False: You use a tennis ball to play Pickle-ball.
10. True or False: The Pickle-balls are hit with a soft plastic paddle.

Answer Key

1. F
2. F
3. T
4. F
5. F
6. T
7. F
8. T
9. F
10. F

Formative Assessment-
- Use the Pre-Test questions as verbal quizzes after each daily activity.

Summative Assessment-
- Use the Post-Test as the formal summative assessment at the end of the unit.
# UNIT BLOCK PLAN

<table>
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<tr>
<th>DAY ONE</th>
<th>DAY TWO</th>
<th>DAY THREE</th>
<th>DAY FOUR</th>
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<tbody>
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</tbody>
</table>

## Equipment-

1. 10 Pickle-ball paddles.
2. 20-30 whiffle-balls.
3. 2-4 nets as space allows.
4. Net supports
5. Tape for floor and wall marking.
6. 1 beach-ball (warm up game)

## Gym set up-

X = Students

[Diagram of gym set up with 3 courts across the gym floor]
Lesson Plan for Day one

# Of Students 20            Age / Grade 3-5 grade            Total Time: 40 Min

Lesson Objectives
1. SWBAT strike the ball using the forehand movements, over the net, hitting inbounds 4 out of 5 times. (HM1C4)
2. SWBAT list the rules of this sport on a verbal quiz scoring at least 75%. (PA2A4)
3. SWBAT demonstrate proper sportsmanship while playing this sport all of the time. (HM1F3)

Equipment, Materials, Resources and Preparation
1. 10 Pickle-ball paddles.
2. 20-30 whiffle-balls.
3. 2-4 nets as space allows.
4. Net supports
5. Tape for floor and wall marking.
6. 1 Beach-ball

Gym Set-up

X= Students  @ = Cones

3 courts across gym floor

Net
Assessments:

Formative Assessment:
Use Pre-Test for verbal quiz at end of class.

Summative Assessment:
Given at end of unit.

Cultural Contributions:

Cultural learning style adjustments:

Accommodations for Special needs or learning disabilities:

Use Badminton racquets and balloons if needed to slow down the action for special needs students.

Learning style adjustments:

Anticipatory Set (1 Min)

Have you ever played a sport that was named after a dog? Pickle-ball was named after the inventor’s family dog that chased the balls during the game all of the time. His name was …..PICKLE!

Warm-up (8 Min)

- Light upper and lower body stretches
- Trunk twist
- Banana stretch freeze tag warm up game. (Hands above head slightly curved like a banana while frozen)

Transition (1 Min)

Have all the students sit on the three-point line quietly.

Pre-Test (5 Min)

Given written Pre-Test
Instruction # 1

Safety instructions (1 Min)
Explain the safety rules and how to be careful swinging the racquets

Rules Instruction (2 Min)
Discuss the main rules to the game. Remind them and quiz them throughout the activity to prepare them for the Post-Test.

Prepare students (1 Min)
Today we will be learning how properly hit the ball while playing Pickle-Ball. We will hit the ball against the wall trying to make it over the taped line.

Central Demonstration (30 Sec)
The Teacher will demonstrate the movements one time at full speed.

Explain TLP/ SAM’s (3 Min)

<table>
<thead>
<tr>
<th>Movement Sequence</th>
<th>Movement Cues</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Grip racquet with dominant hand.</td>
<td>1. Grip racquet</td>
</tr>
<tr>
<td>2. * Hold ball in non-dominant hand out in front of you about waist high.</td>
<td>2. * Hold ball</td>
</tr>
<tr>
<td>3. Stand with non-dominant shoulder facing target.</td>
<td>3. Stand sideways</td>
</tr>
<tr>
<td>4. * Extend the racquet backward to your dominant side keeping it waist high.</td>
<td>4. * Racquet back</td>
</tr>
<tr>
<td>5. Make sure face of racquet is flat and perpendicular to the floor.</td>
<td>5. Racquet flat</td>
</tr>
<tr>
<td>7. * Swing racquet forward striking ball.</td>
<td>7. * Strike ball</td>
</tr>
<tr>
<td>8. Rotate at waist and shift weight forward</td>
<td>8. Rotate/shift</td>
</tr>
<tr>
<td>9. Follow through with racquet in a slight upward swing.</td>
<td>9. Follow through</td>
</tr>
<tr>
<td>10. Ready position.</td>
<td>10. Ready position</td>
</tr>
</tbody>
</table>
Demonstrate (30 Sec)

The Teacher will demonstrate the movements again one time in slow motion.

Dry Run (1 Min)

The students will demonstrate the movements at full speed several times without any equipment.

Transition (2 Min)

Divide class into partners and have them spread out along the walls that you have placed the tape on to simulate the net. Hand out one Racquet and 2-4 balls per group.

Practice (12 Min)

Have each student practice striking the ball against the wall while partner helps to retrieve the balls as they are hit. (STRESS SAFETY) Do not to get hit with racquets while picking up the balls. Have first student hit for about 2 min. then rotate and second student hits for 2 min then repeat.

Questions to check

1. Are they facing the correct direction?
2. Are they tossing the ball softly?
3. Are the balls hitting the wall above the tape?

Transition (1 Min)

Have all the students sit on the Three-point line quietly.

Review Rules and SAM’s (1 Min)

Give a random verbal quiz to the class about Rules and Proper form.
Lesson Plan For Second Day

# Of Students 20 Age/Grade 3-5 grade Total Time 40 Min

Lesson Objectives
1. SWBAT strike the ball using the forehand and backhand movements, over the net, hitting inbounds 4 out of 5 times. (HM1C4)
2. SWBAT list the rules of this sport on a verbal quiz scoring at least 75%. (PA2A4)
3. SWBAT demonstrate proper sportsmanship while playing this sport all of the time. (HM1F3)

Equipment, Materials, Resources and Preparation
1. 10 Pickle-ball paddles.
2. 20-30 whiffle-balls.
3. 2-4 nets as space allows.
4. Net supports
5. Tape for floor and wall marking.
6. One Beach-ball

Gym Set-up

X= Students  @ = Cones

Net

3 courts across gym floor
Assessments:

Formative Assessment:
Use Pre-Test for verbal quiz at end of class.

Summative Assessment:
Given at end of unit.

Cultural Contributions:

Cultural learning style adjustments:

Accommodations for Special needs or learning disabilities:

Use Badminton racquets and balloons if needed to slow down the action for special needs students.

Learning style adjustments:

Anticipatory Set (30 Sec)
Who here has played tennis before? Can you tell me the two main types of strokes? Today we are going to learn a couple different ways of striking the pickle-ball.

Warm-up (5 Min)
Play a crab-walk soccer game on half of the basketball court with a beach ball.

Transition (30 Sec)
Have all the students sit on the baseline quietly.

Instruction # 1

Prepare students (30 Sec)
Today we will be learning how strike the pickle-ball in a forehand motion as well as a backhand motion.

Central Demonstration (1 Min)
The Teacher will demonstrate the movements one time at full speed.
Explain TLP/ SAM’s (2 ½ Min)

**Movement Sequence** (Forehand)  |  **Movement Cues**
--- | ---
1. Grip racquet with dominant hand.  | 1. Grip racquet  
2. *Hold ball in non-dominant hand out in front of you about waist high.  | 2. * Hold ball  
3. Stand with non-dominant shoulder facing target.  | 3. Stand sideways  
4. *Extend the racquet backward to your dominant side keeping it waist high.  | 4. * Racquet back  
5. Make sure face of racquet is flat and perpendicular to the floor.  | 5. Racquet flat  
7. *Swing racquet forward striking ball.  | 7. * Strike ball  
8. Rotate at waist and shift weight forward  | 8. Rotate/shift  
9. Follow through with racquet in a slight upward swing.  | 9. Follow through  
10. Ready position.  | 10. Ready position

**Demonstrate (30 sec)**

The Teacher will demonstrate the movements again one time in slow motion.

**Dry Run (1 Min)**

The students will demonstrate the movements at full speed without any equipment.

**Transition (2 Min)**

Divide class into partners of two and spread out around the gym facing a spot on the wall. Then hand out one racquet per pair and 2-4 pickle-balls.

**Practice (8 Min)**

Have each student practice striking the ball against the wall while partner helps to retrieve the balls as they are hit. (STRESS SAFETY) Do not to get hit with racquets while picking up the balls. Have first student hit for about 2 min. then rotate and second student hits for 2 min then repeat.
Questions to check
1. Are they facing the correct direction?
2. Are they tossing the ball softly?
3. Are the balls hitting the wall above the tape?

Transition (1 Min)
Have all the students set their racquets and pickle-balls on the floor and jog over to the Three-point line and sit quietly.

Instruction #2

Central Demonstration (1 Min)
The Teacher will demonstrate the movements one time at full speed.

Explain TLP/ SAM’s (2 ½ Min)

<table>
<thead>
<tr>
<th>Movement Sequence</th>
<th>Movement Cues</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. *Stand with dominant side shoulder toward the target.</td>
<td>1. *Stand sideways</td>
</tr>
<tr>
<td>2. Hold Racquet in dominant hand.</td>
<td>2. Hold Racquet</td>
</tr>
<tr>
<td>3. *Move dominant arm across body holding racquet waist high.</td>
<td>3. *Arm across</td>
</tr>
<tr>
<td>4. Slightly twist your upper body too the rear.</td>
<td>4. Twist</td>
</tr>
<tr>
<td>5. Keep racquet flat and perpendicular to the floor.</td>
<td>5. Racquet flat</td>
</tr>
<tr>
<td>7. *Swing racquet forward toward target striking the pickle-ball in a slight upward motion.</td>
<td>7. *Swing</td>
</tr>
<tr>
<td>8. Shift weight to dominant foot.</td>
<td>8. Shift weight</td>
</tr>
<tr>
<td>10. Ready position.</td>
<td>10. Ready position</td>
</tr>
</tbody>
</table>

Demonstrate (1 Min)
The Teacher will demonstrate the movements again one time in slow motion.

Dry Run (1 Min)
The students will demonstrate the movements at full speed without any equipment.
Transition (1 Min)
Have students return to their spots.

Practice #2 (8 Min)
Have each student practice striking the ball with the backhand stroke against the wall while partner helps to retrieve the balls as they are hit. (STRESS SAFETY) Do not get hit with racquets while picking up the balls. Have first student hit for about 2 min. then rotate and second student hits for 2 min then repeat.

Summary / Review (2 Min)
Review rules and proper Striking movements.
Lesson Plan For Third Day

# Of Students 20
Age / Grade 3-5 grade
Total Time 40 Min

Lesson Objectives
1. SWBAT strike the ball using the forehand and backhand movements, over the net, hitting inbounds 4 out of 5 times Alternating with their partner. (HM1C4)
2. SWBAT list the rules of this sport on a verbal quiz scoring at least 75%. (PA2A4)
3. SWBAT demonstrate proper sportsmanship while playing this sport all of the time. (HM1F3)

Equipment, Materials, Resources and Preparation

1. 10 Pickle-ball paddles.
2. 20-30 whiffle-balls.
3. 2-4 nets as space allows.
4. Net supports
5. Tape for floor and wall marking.
6. One Beach-ball

Gym Set-up

X= Students  @ = Cones

3 courts across gym floor

Net
Assessments:

Formative Assessment:
Use Pre-Test for verbal quiz at end of class.

Summative Assessment:
Given at end of unit.

Cultural Contributions:

Cultural learning style adjustments:

Accommodations for Special needs or learning disabilities:

Use Badminton racquets and balloons if needed to slow down the action for special needs students.

Learning style adjustments:

Anticipatory Set (30 Sec)
Has anyone watched a doubles tennis match before?
Today we are going to learn how to play doubles in a pickle-ball game.

Warm-up (5 Min)
Play a crab-walk soccer game on half of the basketball court with a beach ball.

Transition (30 Sec)
Have all the students sit on the baseline quietly.

Instruction # 1

Review Sam’s (30 Sec)
The Teacher will demonstrate the forehand and backhand stroke two times in slow motion.

Prepare students (30 Sec)
Today we will be learning how strike the pickle-ball in a forehand motion as well as a backhand motion while playing with a partner.
Central Demonstration (1 Min)
The Teacher will demonstrate the movements one time at full speed.

Explain TLP/ SAM’s (2 ½ Min)

Movement Sequence- (Forehand)  

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. Grip racquet with dominant hand.</td>
<td>1. Grip racquet</td>
</tr>
<tr>
<td>2. *Hold ball in non-dominant hand out in front of you about waist high.</td>
<td>2. * Hold ball</td>
</tr>
<tr>
<td>3. Stand with non-dominant shoulder facing target.</td>
<td>3. Stand sideways</td>
</tr>
<tr>
<td>4. *Extend the racquet backward to your dominant side keeping it waist high.</td>
<td>4. * Racquet back</td>
</tr>
<tr>
<td>5. Make sure face of racquet is flat and perpendicular to the floor.</td>
<td>5. Racquet flat</td>
</tr>
<tr>
<td>6. *Bounce/Toss the ball lightly out in front of you about waist high.</td>
<td>6. * Bounce/Toss ball</td>
</tr>
<tr>
<td>7. *Swing racquet forward striking ball.</td>
<td>7. * Strike ball</td>
</tr>
<tr>
<td>8. Rotate at waist and shift weight forward</td>
<td>8. Rotate/shift</td>
</tr>
<tr>
<td>9. Follow through with racquet in a slight upward swing.</td>
<td>9. Follow through</td>
</tr>
<tr>
<td>10. Ready position.</td>
<td>10. Ready position</td>
</tr>
</tbody>
</table>

Movement Sequence (Backhand)  

<table>
<thead>
<tr>
<th>Movement Sequence</th>
<th>Movement Cues</th>
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<tbody>
<tr>
<td>1. *Stand with dominant side shoulder toward the target.</td>
<td>1. *Stand sideways</td>
</tr>
<tr>
<td>2. Hold Racquet in dominant hand.</td>
<td>2. Hold Racquet</td>
</tr>
<tr>
<td>3. *Move dominant arm across body holding racquet waist high.</td>
<td>3. *Arm across</td>
</tr>
<tr>
<td>4. Slightly twist your upper body to the rear.</td>
<td>4. Twist</td>
</tr>
<tr>
<td>5. Keep racquet flat and perpendicular to the floor.</td>
<td>5. Racquet flat</td>
</tr>
<tr>
<td>7. *Swing racquet forward toward target striking the pickle-ball in a slight upward motion.</td>
<td>7. *Swing</td>
</tr>
<tr>
<td>8. Shift weight to dominant foot.</td>
<td>8. Shift weight</td>
</tr>
<tr>
<td>10. Ready position.</td>
<td>10. Ready position</td>
</tr>
</tbody>
</table>
Demonstrate (30 sec)

The Teacher will demonstrate the movements again one time in slow motion.

Dry Run (1 Min)

The students will demonstrate the movements at full speed without any equipment.

Transition (2 Min)

Divide class into partners of two and groups of four. Spread them out around the gym facing a spot on the wall. Have them practice in groups of four, one team striking and the other retrieving the pickle-balls. Then hand out two racquets per pair and 2-4 pickle-balls.

Practice (8 Min)

Have each student practice striking the ball against the wall alternating shots with their partner while the other team helps to retrieve the balls as they are hit. (STRESS SAFETY) Do not to get hit with racquets while picking up the balls. Have first pair hit for about 2 min. then rotate and second pair hits for 2 min then repeat.

Questions to check

1. Are they facing the correct direction?
2. Are they tossing the ball softly?
3. Are the balls hitting the wall above the tape?
4. Are they alternating shots with their partners?

Transition (1 Min)

Have all the students bring their racquets and pickle-balls with them set them on the floor in a pile, then sit quietly on the Three-point line.

Instruction # 2

Central Demonstration (1 Min)

The Teacher will demonstrate the movements one time at full speed.
Explain TLP/ SAM’s (2 ½ Min)

Movement Sequence (SERVING)

1. Grip racquet with dominant hand.
2. *Hold ball in non-dominant hand out in front of you about waist high.
3. Stand with non-dominant shoulder facing target.
4. * Extend the racquet backward to your dominant side keeping it below the waist.
5. Make sure face of racquet is flat and perpendicular to the floor.
6. Aim for the opposite side service square.
7. * Toss the ball lightly out in front of you below the waist.
9. Rotate at waist and shift weight forward
10. Follow through with racquet in a slight upward swing.
11. Ready position.

Movement Cues

1. Grip racquet
2. * Hold ball
3. Stand sideways
4. * Racquet back
5. Racquet flat
6. Aim for square
7. * Toss ball
8. * Strike ball
9. Rotate/shift
10. Follow through
11. Ready position

Demonstrate (1 Min)

The Teacher will demonstrate the movements again one time in slow motion.

Dry Run (1 Min)

The students will demonstrate the movements at full speed without any equipment.

Transition (1 Min)

Have the groups of four go to one side of the court with one racquet and 2-4 pickle-balls.
**Practice #2 (8 Min)**

Have each student practice serving the ball with the forehand stroke over the net, while their partners help to retrieve the balls as they are hit. The other group of four can practice serving them same from the opposite side of the court. Have the next person in line stand off to the side of the server and hand the pickle-balls to the server while the other tow run around collecting the balls hit by the opposite team and bringing them back to the next in line. This will allow the server to get more repetitions. (STRESS SAFETY) Do not to get hit with racquets while picking up the balls. Have first student hit for about 2 min. then rotate and second student hits for 2 min then repeat.

**Summary / Review (2 Min)**

- Review rules and proper Striking movements.
- Give a random verbal quiz to the class about Rules for serving and proper form.
Lesson Plan for Day Four

# Of Students 20       Age / Grade  3-5 grade       Total Time: 40 Min

Lesson Objectives
1. SWBAT strike the ball using the forehand movements, over the net, hitting inbounds 4 out of 5 times alternating with their partner. (HM1C4)
2. SWBAT list the rules of this sport on a verbal quiz scoring at least 75%. (PA2A4)
3. SWBAT demonstrate proper sportsmanship while playing this sport all of the time. (HM1F3)

Equipment, Materials, Resources and Preparation
1. 10 Pickle-ball paddles.
2. 20-30 whiffle-balls.
3. 2-4 nets as space allows.
4. Net supports
5. Tape for floor and wall marking.
6. 1 Beach-ball

Gym Set-up

X= Students    @ = Cones

3 courts across gym floor

Net
Assessments:

Formative Assessment:
Use Pre-Test for verbal quiz at end of class.

Summative Assessment:
Given at end of unit.

Cultural Contributions:

Cultural learning style adjustments:

Accommodations for Special needs or learning disabilities:
Use Badminton racquets and balloons if needed to slow down the action for special needs students.

Learning style adjustments:

Anticipatory Set (1 Min)
How many people know the sisters that play professional tennis? Venus and Serena Williams? They play doubles matches and a very hard to beat! Today we start our doubles practicing.

Warm-up (8 Min)
- Light upper and lower body stretches
- Trunk twist
- Play a game of Jumping jack Poker. Each student gets a card and challenges the other. Low card does 5 jumping jacks. After each round they must jog back to the Teacher to get different card.

Transition (1 Min)
Have all the students sit on the three-point line quietly.
Instruction # 1

Safety instructions (1 Min)
Explain the safety rules and how to be careful swinging the racquets while playing doubles.

Rules Instruction (2 Min)
Discuss the main rules to the game. Remind them and quiz them throughout the activity to prepare them for the Post-Test.

Prepare students (1 Min)
Today we will be learning how properly a doubles game of Pickle-Ball. We will divide into our groups of 3-4 and play against other groups, alternating after each stroke.

Central Demonstration (30 Sec)
The Teacher will demonstrate the movements one time at full speed.

Explain TLP/ SAM’s (3 Min)

Movement Sequence  (Doubles Play)  Movement Cues

1. *First player serves the ball.
2. *They then run to the back of the court and give their racquet to the next in line.
3. *The second player that was starting on the court hits the second volley and does the same.
4. *The third player runs onto the court ready to hit the next volley.
5. If Pickle-ball is hit toward a player that is not next to hit, go ahead and let that player hit it and continue the rotation.

1. *Serve the ball
2. *Change Players
3. *Next player hits
4. *Run onto court
5. Keep playing

Demonstrate (30 Sec)
The Teacher will demonstrate the movements again one time in slow motion.

Dry Run (1 Min)
The students will demonstrate the movements at full speed several times without any equipment.

**Transition (2 Min)**

Have the groups of four go to one side of the court with two racquets and 2 pickle-balls per court.

**Practice (12 Min)**

Practice serving, volleying using the proper form and rules. Have the students rotate very quickly after each time they strike the ball to allow all students to participate at once. *(This is not necessary if you have the space and equipment available to play two on two).*(STRESS SAFETY) Do not to get hit with racquets while picking up the balls.

**Questions to check**

1. Are they facing the correct direction?
2. Are they serving the ball correctly?
3. Are the balls landing in the correct service square?
4. Are they rotating quickly?

**Transition (1 Min)**

Have all the students sit on the Three-point line quietly.

**Review Rules and SAM’s (1 Min)**

Give a random verbal quiz to the class about Rules and Proper form.
Lesson Plan for Day Five

# Of Students 20 Age / Grade 3-5 grade Total Time: 40 Min

Lesson Objectives
1. SWBAT strike the ball using the forehand movements, over the net, hitting inbounds 4 out of 5 times alternating with their partner. (HM1C4)
2. SWBAT list the rules of this sport on a verbal quiz scoring at least 75%. (PA2A4)
3. SWBAT demonstrate proper sportsmanship while playing this sport all of the time. (HM1F3)

Equipment, Materials, Resources and Preparation
1. 10 Pickle-ball paddles.
2. 20-30 whiffle-balls.
3. 2-4 nets as space allows.
4. Net supports
5. Tape for floor and wall marking.
6. 1 Beach-ball

Gym Set-up

X= Students  @ = Cones

3 courts across gym floor

Net
Assessments:

**Formative Assessment:**
Use Pre-Test for verbal quiz at end of class.

**Summative Assessment:**
Given at end of unit.

Cultural Contributions:

**Cultural learning style adjustments:**

**Accommodations for Special needs or learning disabilities:**

Use Badminton racquets and balloons if needed to slow down the action for special needs students.

**Learning style adjustments:**

**Anticipatory Set (1 Min)**
Today we will be playing a doubles tournament. I have teams posted on the wall and will divide you up for the tournament play later.

**Warm-up (8 Min)**
- Light upper and lower body stretches
- Trunk twist
- Play a crab-walk soccer game on half of the basketball court with a beach ball.

**Transition (1 Min)**
Have all the students sit on the three-point line quietly.

**Instruction #1**

**Safety instructions (1 Min)**
Explain the safety rules and how to be careful swinging the racquets while playing doubles.
Rules Instruction (2 Min)
Discuss the main rules to the game. Remind them and quiz them throughout the activity to prepare them for the Post-Test.

Prepare students (1 Min)
Today we will be learning how to properly play a doubles game of Pickle-Ball. We will work on strategies for the game and continue our serving and volleying practice. We will be divided into teams and play against other teams.

Transition (1 Min)
Have the teams go to one side of the court with two racquets and 2 pickle-balls per court. The students not playing at the time will be responsible for retrieving the balls hit out of bounds and helping keep score.

Practice (12 Min)
Today will be a tournament style rotation of teams of two picked by the teacher or random if you choose. Have as many games going on as space allows with the students that are not playing retrieving balls and keeping score. Play the games to five to allow for less down time per group. (STRESS SAFETY) Rotate teams after each game and keep a tournament bracket posted on the wall in the gym.

Transition (1 Min)
Have all the students sit on the Three-point line quietly.

Review Rules and SAM’s (1 Min)
Give a quick review of rules if anyone has questions prior to assessment.

Summative Assessment: (5 Min)
Give the summative written assessment to all the students
## 10 Team Round Robin

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Rational Statement

Pickle-ball is a very fast paced sport using previously learned skills from the game of Tennis or badminton. This sport can be played by people of all ages and enjoyed as an active lifestyle sport even after graduation from high school. Players of all athletic abilities, including Adaptive P.E. students, can enjoy the sport by using the walls alternative equipment to continue play.

**Motor Skills Development:**

This sport helps develop hand-eye coordination by the students using several styles of serving, passing as well as striking the ball over the net. Basic general coordination is also developing throughout the game and practices. The development of loco-motor skills is increased by moving around the court’ non-locomotor skills through bending, twisting and reaching for the ball and manipulative skills with the use of the racquet and ball.

**Cognitive Skill Development:**

The students will develop their cognitive skills through learning the rules and scoring of the game of Pickle-ball. Written quizzes and or assessments will be given prior, during and after the unit is completed.

**Social Skill Development:**

Through the use of self-officiating and continuous changing of teams the students will develop their social skills through team play and positive sportsmanship.
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