Unit: PICKLEBALL SKILLS AND DRILLS: Grade 9 **GREG CAMPBELL**

Week#: \_\_\_\_

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| **STANDARDS OF LEARNING: PHYSICAL EDUCATION**   1. Demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. **(Motor Skill Development)** 2. Apply knowledge of the structures and functions of the body and how they relate to and are affected by human movement to learning and developing motor skills and specialized movement forms. **(Anatomical Basis of Movement)** 3. Achieve and maintain a health-enhancing level of personal fitness. **(Fitness Planning)** 4. Demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives. **(Social Development)** 5. Explain the importance of energy balance and nutritional needs of the body to maintain optimal health and prevent chronic disease. **(Energy Balance)** |

WEEK 1 of UNIT **: Pickleball Skills - My GPE class size ranges from 10 to 12 students (45 minute class periods) Modifications for 1 Visually Impaired Student named Johnny.**

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| **DAY 1**  **Focus:** Serving | **DAY 2**  **Focus:** Groundstrokes | **DAY 3**  **Focus:** Lobs | **DAY 4**  **Focus:** Volley and Smash |
| **Learning Target:** I can properly perform a pickleball serve. | **Learning Target:** I can execute a proper groundstroke.  I can name three muscles involved in a groundstroke. | **Learning Target:** I can perform a proper lob in the game of pickleball. | **Learning Target:**  I can perform a volley and overhead smash in pickleball and teach it to my teammate. |
| **Materials**   * Pickleball paddles, Pickleballs, and Nets, | **Materials**   * Pickleball paddles, Pickleballs, and Nets | **Materials**   * Pickleball paddles, Pickleballs and Nets | **Materials:**   * Pickleball paddles, Pickleballs and Nets |
| **Activity #1: Wall Serves**   * Teacher demonstration of serve * Students practice (wall) * Target (hula-hoop) | **Activity #1:Forehand Groundstrokes**   * Teacher demonstration of proper forehand groundstroke * Individual practice to a wall target * Partnered practice * Description of muscles involved | **Activity #1: Forehand Lobs**  Teacher demonstration of forehand lob  Individual student practice (wall)  Partnered practice 2 on 2 (net)  Review of previous skills (practice game) | **Activity #1: Volley**  Teacher demonstration of volley  Individual student practice (wall)  Partnered practice (net)  Peer observation rubric |
| **Activity #2:Partner Serves**   * Students pairs * Teacher demonstration of serve * Students practice skill with a partner over a net or caution tape. * Rubric | **Activity #2:Backhand Groundstrokes**   * Teacher demonstration of proper backhand ground stroke * Individual practice to a wall target * Partnered practice * Description of muscles involved | **Activity #2: Backhand Lobs**  Teacher demonstration of forehand lob  Individual student practice (wall)  Partnered practice 2 on 2 ( net)  Review of previous skills (practice game) | **Activity #2: Overhead Smash**  Teacher demonstration of an overhead smash in pickleball  Individual student practice (wall)  Partnered practice (net)  Peer observation rubric |
| SAFETY   * Teacher monitors student spacing allowing student room to practice. | SAFETY   * Teacher monitors student spacing allowing student room to practice. | SAFETY   * Teacher monitors student spacing allowing student room to practice. | SAFETY   * Teacher monitors student spacing allowing student room to practice. |

WEEK 2 of UNIT: **Pickleball Skills - My GPE class size ranges from 10 to 12 students (45 minute class periods) Modifications for 1 Visually Impaired student named Johnny.**

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| **DAY 5**  **Focus:** Footwork Drills for Pickleball | **DAY 6**  **Focus:** Strength and Conditioning Circuit for Pickleball | **DAY 7**  **Focus:** Application of Skills in a Mini-Pickleball Game | **DAY 8**  **Focus:** Application of Skills in a 2 on 2 Pickleball Game |
| **Learning Target:**  I will improve my footwork skills in pickleball. | **Learning Target:**  I will improve my endurance in pickleball by participating in a strength and conditioning circuit. | **Learning Target:**  I will apply the skills I have previously learned in a game of pickleball. | **Learning Target:**  I will apply the skills I have previously learned in a game of pickleball. |
| Materials   * Orange Cones, Polyspots, Tape, and Agility Ladder | Materials   * Stretch Bands (cords), Medicine Balls, Jump ropes, Exercise dice, Pushup polys, and Speed Ropes | Materials   * Cones, Caution tape, Pickleball paddles, Pickleballs | Materials   * Pickleball paddles, Pickleballs, and Courts with Nets |
| **Activity #1:Lateral Cone Drills**   * Set up a variety of cone formations to replicate forward, backward, and lateral movement used in a pickleball game. * Have students rotate stations | **Activity #1:Strength circuit**   * 6 stations to include stretch bands(cords), Medicine ball, speed ropes (arms), pushups, curlups, and wall sits * Rotate stations 2 to 3 minutes | **Activity #1: Partner Review of skills**   * Allow students time to practice with a partner on the unit skills previously learned in the unit: serving, groundstrokes, lobs, volleys, and smash. | **Activity #1: 2 on 2 Practice**   * Play a noncompetitive game of pickleball for practice using the skills learned in the unit. |
| **Activity #2:Agility Ladder**   * Set up an agility ladder to build footwork skills * Vary different movements | **Activity #2: Conditioning circuit**   * 6 stations consisting of jumping jacks, squat jumps, exercise dice, jump ropes, burpees, and mountain climbers * Rotate stations 2 to 3 minutes | **Activity #2: Pickleball Mini-game**   * Have student pair up with a partner and play a mini game of pickleball over a smaller court with cation tape and poles or cones. | **Activity #2: Pickleball Game**   * Participation of a pickleball game 2 on 2 * Scoring can be optional * Evaluation |
| SAFETY & MODIFICATIONS   * Teacher monitors student spacing allowing student room to practice. * Agility ladder taped on floor | SAFETY & MODIFICATIONS   * Teacher monitors student spacing allowing student room to practice. | SAFETY & MODIFICATIONS   * Teacher monitors student spacing allowing student room to practice. | SAFETY & MODIFICATIONS   * Teacher monitors student spacing allowing student room to practice. |

**JOHNNY’S VISUAL IMPAIRMENT – Juvenile Macular Degeneration**

Skill #1:\_\_Pickleball Serve\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Critical Components | Adapted Critical Components |
| 1.Stance – Student laces dominant foot behind baseline with other foot in front of line | 1. For Johnny, Bright poly spots on the floor placed in proper serving stance can help. Also bubble wrap can be used as a noise maker to ensure proper feet location. |
| 2. Grip paddle with continental grip (handshake) with dominant hand |  |
| 3. Release ball with non-dominate hand | 3. Johnny needs a lighted ball or a bell ball (for sound) to better locate the object. |
| 4. Weight is transferred back (Center of Gravity) |  |
| 5. Dominant arm with paddle swings back and contacts ball as weight shifts forward | 5. Johnny needs a lighted ball or a bell ball (for sound) to better locate the object. |
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| **Activity 1-** After teacher demonstration of serving skills, have students Go to a poly spot on the floor located 15 to 20 feet from wall. Have them practice proper pickleball serves based on the rubric. | Johnny will need to move closer to the wall, preferably 8 to 10 feet and the use of a lighted hula-hoop would be sufficient to observe the target. Johnny may have to practice with his hand first. |
| **Activity 2 –** Have students pair up and practice serving skills over a net or caution tape, working on the skills based on the teacher generated rubric.  Be specific with praise. | An adaptation for Johnny will be bright caution tape to serve over. He could also use a lighted ball or bell ball which will make it easier making contact.  For each skill praise Johnny for doing something specific.  (ex. Johnny you did a good job for \_\_\_\_\_\_\_\_\_\_”) |

**JOHNNY’S VISUAL IMPAIRMENT – Juvenile Macular Degeneration**

Skill #2:\_\_\_\_Pickleball forehand groundstroke\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Critical Components | Adapted Critical Components |
| 1. Continental paddle grip (dominant hand) with paddle in the ready position level. | 1. Tell Johnny to shake hands with the paddle. |
| 2. Step towards ball with non-dominant foot with same shoulder facing at the target. | 2. Johnny could benefit from balls painted in bright colors. Also a larger racquet like an enlarged paddle or maybe even a tennis racquet would allow a better opportunity for contact.  When receiving a ball from another player, give a verbal cue. He may also need to move closer to the pitcher. Peer or IA could pitch the ball towards his racquet with the use of a flashing lighted ball or one that makes noise like a chatter or bell ball. If he is having trouble making contact one modification is to have him do this skill with his hand which is another short hand implement like a larger paddle. |
| 3. Keep non paddle hand out with palms down for balance. |  |
| 4. Keep eyes on target and contact ball with a firm wrist. | 4. Once again, bright colored balls, large racquets, and bell balls would allow Johnny an opportunity for contact. With the ball in his hand he can engage contact and would not need a verbal cue. |
| 5. Follow through in the direction of the target returning to the ready position.  Goal : GPE Students practice on making contact 8 out of 10 times. | 5. A larger paddle and a larger ball possibly would allow for a better opportunity for Johnny to follow through. Have him practice with his hand first.  (Ex. Goal) Johnny could have a goal of making 5 out of 10. |
| Activity 1 - Individual practice of a forehand groundstroke against the wall. Have students find a poly spot marked on the floor and allow them practice. For student who can master 10 proper hits against the wall in a row they can add a hula-hoop for a more difficult target. | Johnny pairs with IA who maneuvers him 10 to 15 feet from the wall (target) on a poly spot (bubble wrap) to practice forehand groundstrokes. For Johnny, A large paddle and bell ball could be used. He can practice 10 hits (no bounce) and then do 10 hits (bounce shot) into the wall.  A flashing hula- hoop can be added and have Johnny do 20 more hits toward the target from 10 feet away.  Johnny could try to accomplish 7 out of 10 for each wall test.  Johnny could set a goal for 5 out of 10 for each hula-hoop test. |
| Activity 2- Partnered practice - Have students practice about 10 to 15 feet apart and practice on forehand groundstroke skills making and rally play back and forth. See how many times you can hit the ball without failure.  Activity 3- Allow an opportunity for students to name 3 muscles involved in making a proper forehand groundstroke as noted by the steps (rubric) (SOL connection with Anatomical Basis of Movement standard)    Be specific with praise. | Act. 2- Have a running hurdle with a bright colored noodle (lights could also be added) attached to the top for a mini court for Johnny. Johnny should have a large paddle and place feet about 8 feet behind hurdle awaiting throw in. IA or peer should have a bucket of 10 bell balls, and be standing at the left or right of the hurdle. Balls could be colored if needed. On a verbal cue, IA or peer will toss the bell ball in a position where Johnny can have an opportunity for contact. As Johnny makes contact with ball, wait 5 seconds and toss another ball on a verbal cue to emulate game play.  Johnny could work on contacting 5 out of 10 balls for a goal score.  With the help of the IA or peer, Johnny can pick up the 10 balls and repeat activity. A bounce could be added if Johnny reaches a goal of 7 out of 10.  Act. 3- Have Johnny touch and name three muscles involved in a pickleball groundstroke.  For each skill praise Johnny for doing something specific.  (ex. Johnny you did a good job for \_\_\_\_\_\_\_\_\_\_”) |

Skill #3:\_\_\_\_\_Pickleball Lobs\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **JOHNNY’S VISUAL IMPAIRMENT – Juvenile Macular Degeneration** \_

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| Critical Components | Adapted Critical Components |
| 1. Continental grip (handshake) with the dominant hand with paddle in the ready position. | 1. Tell Johnny to shake hands with the paddle. |
| 2. Underhand swing and make contact. (contact should be made near the tip of the paddle if possible) | 2. Johnny would need a larger paddle, and a bell ball to perform this motion properly. Due to his VI, being able to hit the ball near the tip of the paddle consistently will be a struggle so any forward movement of the skill would be good for his ability. He should manage some nice contacts due to the ball being in his hand. |
| 3. Deliver ball off paddle in an upward motion. | 3. Tell Johnny to make a “moon shape” or the letter “C” shape which emulates this movement. |
| 4. Follow through finishing paddle above head. |  |
| 5. Target should be over opponent | 5. For skill practice, have Johnny work on keeping the bell ball relatively high so it lands in the opposition’s court. |
| Activity 1- After teacher demonstration of skills, have students go to a poly spot and practice lobs against the wall 10 to 15 feet away. Students may return lobs that are deflected off the wall or if a slower pace is needed they could retrieve ball for another hit. GPE students could work on successfully hitting 8 out of 10 lobs against the wall. | Act 1- IA or peer may help Johnny over to a poly spot and allow Johnny to step on the spots that are covered in bubble wrap to a 10 to 15 feet location. Have the IA or peer pitch the bell ball (or larger ball) from the side at Johnny and give a verbal command for him to swing and deliver a lob at the wall. Don’t worry about him retrieving the ball. Continue to pitch from the side until all 10 bell balls are gone. With the help of the IA/Peer, have Johnny help pick up the balls.  Johnny should try to successfully hit 5 out of 10. |
| Activity 2- For the partnered 2 on 2 practice, the strategy for using a lob is when the opponent is on the front net. Set up 2 on 2 play and have the two teams move one player at the front of the net. The player with the ball should work on making a lob shot over the front opposing team player. Continue back and forth until point is lost. After the play, front and back players may switch.  Activity 3- Practice game to review the skills previously taught. Set up courts based on the number of students in class and have student play a fun game for practice. Teacher may monitor and reward kids with racquet sticker (or other “ata boy”) stickers or rewards for nice plays and skills observed. Make sure everyone in class earns a sticker for doing something good. IAs and peers can even nominate another student for a sticker. | Act 2- If Johnny has difficulty seeing his target which is the player in the front of the net, you could use a human cardboard cutout and spray paint a bright jersey on them or even spray the entire body of the stand up. Have another player behind help retrieve the ball for Johnny. Johnny could have a bucket of 10 bell balls to practice lobs if you have the. If not you could use a painted balls (bright orange is good) or a larger colorful ball)  Act 3- Have an IA or peer stand in front of Johnny using a mini net with bright pool noodles attached to the top. Have the IA or peer play a 1 on 1 game over the net with Johnny in close proximity using a soft ball /bell ball giving verbal cues. Ask Johnny to practice the skills he has learned previously in class.  For each skill praise Johnny for doing something specific.  (ex. Johnny you did a good job for \_\_\_\_\_\_\_\_\_\_”) |

**Assessment for one of the three skills:**

How will you know if your student met the learning target? This assessment can be a checklist, self-assessment, peer-assessment, etc.

**GPE RUBRIC**

Sample Serving Skills checklist Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Peer Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Allow practice serves and check off boxes for 5 correct tries.

Steps

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| --- | --- | --- | --- | --- | --- |
| 1. Student places dominant foot behind baseline with other foot in front of line. (stance) | 1 | 2 | 3 | 4 | 5 |
| 1. Grip paddle with shake hand (continental) grip (dominant hand) |  |  |  |  |  |
| 1. Non-dominant hand releases ball as weight is transferred back (center of gravity). |  |  |  |  |  |
| 1. Dominant arm with paddle swings back and contacts ball as weight shifts forward. |  |  |  |  |  |

Note: During game play serve should land diagonally in opponent’s court just behind the NVZ (non-volley zone).

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| Student was able to serve 10 consecutive serves against the wall. | Check |
| Student was able to serve 7 out of 10 serves into hula hoop. | Check |
| Student was able to perform 10 consecutive serves into opponent’s court. | Check |

**Johnny’s rubric is the same for the skills as the GPE. The only modifications really comes from the modifications above; however his goals will be different.**

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| Student was able to serve 10 good serves against the wall total. | Check |
| Student was able to serve 5 serves into hula hoop total. | Check |
| Student was able to perform 10 serves into opponent’s court. | Check |