Pickleball Unit Plan

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Contextual Factors

The school that I chose to complete my contextual factors on is West Lafayette Junior/Senior High. The school is located in West Lafayette, IN. inside Tippecanoe County. The junior/senior high is located only 5 minutes away from Purdue University and a large amount of its students’ parents are employed within the Purdue. The West Lafayette Junior/Senior High School is ranked as a four star school and is made up of seven to the twelfth grades. The school holds 1,029 students that include a wide range of student ethnicities that include Caucasian, Asian Pacific Islander, African American, American Indian, and Hispanic. Within the student population there are 821 students who are Caucasian and the second highest ethnicity would be Asian Pacific Islander with 158. With all of these ethnicities come many different languages which have teachers working across many language barriers. There are many levels of education that range from a strong special education program to an accelerated honors program. The student to teacher ratio is about 19 to 1 and the boy to girl ratio is 52.4 and 47.6%. West Lafayette Junior/Senior High offers free and reduced lunch. There are currently 11 students who are receiving reduced lunch and 25 receiving free lunch.

West Lafayette Junior/Senior High contains two gyms, a large regulation pool, numerous equipment facilities, daily physical education for every grade, health education, football/soccer field and full-sized track. There are four physical education teachers who offer many different types of sports and each has their own classroom which contain different types of technology. The students are very attentive and motivated to participate and excel within both the physical and health education classroom.
Standards and Benchmarks

Standard 1

Demonstrate competency in many movement forms and proficiency in a few movement forms.

8.1.1 Demonstrate mature forms in locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills.

8.1.2 Demonstrate basic competency in more complex motor (movement) skills related to specific sports activities.

Standard 2

Applies movement concepts and principles to the learning and development of motor skills.

8.2.1 Identify basic concepts that apply to the movement and sports skills being practiced.

8.2.3 Describe basic strategies for offense and defense in simple lead-up games.

Standard 3

Exhibit a physically active lifestyle.

8.3.1 Identify activities that, when done regularly, can contribute to an active lifestyle.

Standard 4

Achieves and maintains a health-enhancing level of physical fitness.

8.4.1 Describe and monitor (keeps a record of) intensity of exercise.
Unit Plan Global Goals

**Psychomotor:** Students will be able to perform all the skills necessary with 80% accuracy.

**Standard 1**
Demonstrate competency in many movement forms and proficiency in a few movement forms.

8.1.1 Demonstrate mature forms in locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills.

**Cognitive:** Students will be able to identify terminology, rules, and strategies, on a written test with 80% accuracy.

**Standard 5**
Demonstrate responsible personal and social behavior in physical activity settings.

8.5.2 Acknowledge and apply rules to game situations to ensure personal and group safety.

**Affective:** Students will maintain personal space and respect classmates’ abilities with 95% accuracy.

**Standard 6**
Demonstrate understanding and respect for differences among people in physical activity settings.

8.6.2 Display an appreciation of the accomplishments of both greater and less skilled individuals in group or team activities.
Objectives

Psychomotor:

1. SWBAT demonstrate their levels of strength during their participation in Scooter Bring Back by increasing the amount of weight of the objects they carry throughout the activity.
2. SWBAT use different dynabands to increase and decrease the amount of load on their muscles during circuit training surprise.
3. SWBAT obtain 1000 steps during Fitness Race Track.
4. SWBAT perform the forehand and backhand lob assessment with 80% accuracy.
5. SWBAT identify and perform pushups that are appropriate for their individual fitness level.
6. SWBAT perform the basic paddle skills with an accuracy of at least 80%.
7. SWBAT use various shots learned throughout the pickle ball unit in a regulation pickle ball game.
8. SWBAT perform various muscular strength, muscular endurance and cardiovascular endurance exercises to get their heart rate into their target heart rate zone during The Twelve Ways of Fitness.

Cognitive:

1. Student will comprehend what is expected of him/her in this unit and how he/she will be evaluated.
2. SWBAT identify the skill cues for the forehand and backhand volleys when asked by the teacher.
3. SWBAT identify the two types of ball spins used during a game of pickle ball and what the advantages of both are.
4. SWBAT identify the facts including the scoring, rules, and history of Pickleball by completing their Pickleball Quiz at the beginning of class.
5. SWBAT identify, by where an opponent is positioned, which shot is most appropriate to use in a game of pickle ball.

Affective:

1. SWBAT work cooperatively with their partner to complete the Two-by-Two fitness worksheet.
2. SWBAT show good sportsmanship by cheering on their doubles team and being respectful of their opponents.
## Block Plan for Pickleball

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<th>Pre-Assessment of Pickleball</th>
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<td>Fitness Activity:</td>
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<td>Lesson Focus:</td>
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<td>Types of grip, (Eastern forehand grip, Eastern backhand grip, and the Continental grip) stance, and court positioning. (QLPSPE, 549)</td>
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<td>Culminating Activity:</td>
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<td>Ball Spin Rally Down the line and crosscourt drill (QLPSPE, 555)</td>
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<td>Lesson Focus:</td>
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<td>Serve and ball placement (QLPSPE, 551-553)</td>
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<td>Culminating Activity:</td>
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<td>Day 4</td>
<td>Introduction Activity:</td>
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<td>Fitness Activity:</td>
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<td>Lesson Focus:</td>
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<td>Forehand and Backhand Drive. (QLPSPE, 548)</td>
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<td>Culminating Activity:</td>
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<td>Review and practice of forehand and backhand drive.</td>
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<td>Fitness Activity:</td>
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<td>Two by Two Fitness (pecentral.com)</td>
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<td>Lesson Focus:</td>
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<tr>
<td><strong>Introduction Activity:</strong></td>
<td>Review and practice of forehand and backhand lob.</td>
<td>Review and practice of forehand and backhand volley.</td>
<td>Review overhead smash and ball spin</td>
</tr>
<tr>
<td><strong>Fitness Activity:</strong></td>
<td>Scooter Bring Back (pecentral.com)</td>
<td>Circuit Training (pecentral.com)</td>
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<tr>
<td><strong>Lesson Focus:</strong></td>
<td>Forehand and Backhand Volley. (QLPSPE, 551)</td>
<td>Overhead smash and ball spin.</td>
<td>Rules and etiquette of pickleball and scoring. (QLPSPE, 544-545)</td>
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<td><strong>Culminating Activity:</strong></td>
<td>Speed Tennis</td>
<td>Forehand and Backhand Lob Assessment.</td>
<td>Bucket Tennis</td>
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<tr>
<td><strong>Introduction Activity:</strong></td>
<td><strong>Introduction Activity:</strong></td>
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<tr>
<td><strong>Fitness Activity:</strong></td>
<td><strong>Fitness Activity:</strong></td>
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<tr>
<td>Frisbee Golf Fitness (pecentral.com)</td>
<td>12 ways to fitness (Physical Best Book)</td>
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<tr>
<td><strong>Lesson Focus:</strong></td>
<td><strong>Lesson Focus:</strong></td>
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<td>Regulation Singles Tournament</td>
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<td><strong>Culminating Activity:</strong></td>
<td><strong>Culminating Activity:</strong></td>
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<tr>
<td>No Elimination Tournament</td>
<td>No Elimination Tournament</td>
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</tbody>
</table>
Day 1

**Introduction Activity:** Pre-Assessment of Pickle Ball

**Fitness Activity:** Fitness Four Square

**Lesson Focus:** History of Pickle Ball. Court rules and boundaries. (QLPSPE, 544-545)

**Culminating Activity:** Pre-Assessment of Pickle Ball

Two Lesson Objectives:

(P) SWBAT perform the exercise that corresponds with the die and list of exercises during fitness four square.

(C) SWBAT answer questions about the history of pickle ball, court rules and dimensions at the end of the lesson.

National Standards:

**Standard 1:** Demonstrate competency in many movement forms and proficiency in a few movement forms.

**Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

Standard 7: Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

**Benchmarks:**

8.1.1 Demonstrate mature forms in locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills.

8.4.1: Describe and monitor (keeps a record of) intensity of exercise.

8.7.2: Participate in challenging activities and in activities requiring the utilization of newly acquired skills.

**Assessments to meet objectives:**

Download of heart rate monitors
Technology or Rational Why Not Used: Heart rate monitors, Used Microsoft word for the typing the lesson plan, and Internet for fitness activity.

Adaptations and Challenges: Use of both verbal and visual cues when talking about equipment and dimensions of the court.

Equipment: Pickle ball paddle, Ball, Net, stop watch, paper, pencils, 4 mats, 3 jump ropes, 18 5lbs weights, 18 2lbs weights, 6 hoops, 3 step aerobics benches, CD Player, upbeat music

Fitness Activity

Name/Title: Fitness Four Square

Purpose of Activity: The purpose of this activity is to use the common game of Four Square to incorporate fitness into the activity while providing a variety of exercises for the students.

Prerequisites: Rules of Four Square, a number of strength and flexibility exercises.

Suggested Grade Level: 6-8

Materials Needed: Four square balls, enough four square courts for 4-5 at a court, one six sided dice per court, dry erase board, mats, or paper at each court.

Description of Idea

Have students suggest 6 fitness exercises. Write them on the dry erase board or have students write them on the paper at their court. Review Four Square rules.

Before each serve is allowed for the game, the champion square rolls the die. The students in the square must perform the exercise that corresponds with the die and list of exercises. Once this is completed, the server may serve. Once someone is declared "out" that student rotates to the next square. The student in line enters the court and the die is rolled again.

Variations:

Have students at each square create their own list of exercises

Teach 1-2 new exercises that are added to the list students can choose from.

Use dice that have more than 6 sides. You can get these from any gaming store. Students would then list the same number of exercises that the die has.

Assessment Ideas:
For each activity student’s list, have him or her indicate whether it is a strength or flexibility exercise, and what body parts are used for each exercise.

Use one square to test and provide feedback to students on proper technique of exercises you introduced or covered at the beginning of class.

**Teaching Suggestions:**

List all of the exercises students can choose from.

Have charts with pictures of each exercise posted so students are reminded of proper technique.

<table>
<thead>
<tr>
<th>Day 2</th>
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</thead>
<tbody>
<tr>
<td><strong>Introduction Activity:</strong> Pre-Assessment of Pickleball</td>
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<tr>
<td><strong>Fitness Activity:</strong> The Electric Chair</td>
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<tr>
<td><strong>Lesson Focus:</strong> Types of grip, (Eastern forehand grip, Eastern backhand grip, and the Continental grip) stance, and court positioning.</td>
</tr>
<tr>
<td><strong>Culminating Activity:</strong> Pre-Assessment of Pickle Ball</td>
</tr>
</tbody>
</table>

Two Lesson Objectives:

(A) SWBAT work cooperatively with their partner during the Aerobic Capture fitness activity.

(C) SWBAT remember and correctly place their hand in the Eastern forehand grip, the Eastern backhand grip or the Continental grip, when asked by the teacher.

**National Standards:**

Standard 1: Demonstrate competency in many movement forms and proficiency in a few movement forms.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

**Benchmarks:**

8.1.1: Demonstrate mature forms in locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills.

8.4.1: Describe and monitor (keeps a record of) intensity of exercise.

**Assessments to Meet Objectives:**
Technology or Rational Why Not Used: Heart rate monitors, use of Microsoft word to write lesson plan and Internet for fitness activity.

Adaptations and Challenges: Use of both verbal and visual cues when discussing the different grips, stance, and court positioning. Group students as fair as possible during the Aerobic capture fitness activity.

Equipment: Pickle ball paddles, balls, nets, courts, any type of chair; resistance tubes, bands, hand weights, cans of soup, anything that provides resistance; mats, rugs or towels.

Fitness Activity:

Name/Title: Wheelchair Fitness

Purpose of Activity: To provide all students the opportunity to participate in a high-energy chair aerobics session.

Prerequisites: It would be helpful if participants knew the steps to the electric slide, but it isn’t necessary because of the simplicity of the dance.

Suggested Grade Level: 6-8

Description of Activity

All participants are seated with good posture in a chair that is secure and will not slide. Equipment such as mats, rugs, or towels is placed underneath the chair for safety purposes. Slow music is used for basis warm-ups modified for chair work, then the Electric Slide is played and the instructor or participant for chair usage modifies dance. Then high-energy music allows for resistance work or any exercise such as chair squats, tricep dips, etc. All exercises must be chair involved whether the participant is sitting, standing, or lying on the floor with feet or legs on the chair. The chair acts as a security device for some students who may be intimidated at first. I always add some kick boxing moves at the end, while holding on to the chair. Finish with slow cool down music while still involving the chair.

Assessment Ideas:

Have students orally identify the muscles being exercised.

Using heart rate monitors or by taking their pulse, have students identify their working heart rate rate and compare to their pre-calculated working heart rate range.

Adaptations for Students with Disabilities:
This activity is easily adapted to any disability. Participants can use a foam ball instead or weights; panty hose instead of resistance tubing; can move just the arms or legs to any of the exercises.

<table>
<thead>
<tr>
<th>Day 3</th>
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<tbody>
<tr>
<td><strong>Introduction Activity:</strong> Review of grip, stance, and court positioning.</td>
</tr>
<tr>
<td><strong>Fitness Activity:</strong> Deal or No Deal</td>
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<tr>
<td><strong>Lesson Focus:</strong> Serve and ball placement</td>
</tr>
<tr>
<td><strong>Culminating Activity:</strong> Ball Spin Rally Down the line and Crosscourt drill (QLPSPE, S55)</td>
</tr>
</tbody>
</table>

Two Lesson Objectives:

(C ) SWBAT define the exercise as either a strength, flexibility, or an endurance activity during Deal or No Deal.

(A) Students will work with their groups of four to continuously hit the ball around the court in a game of serve and ball placement.

National Standards:

**Standard 1:** Demonstrate competency in many movement forms and proficiency in a few movement forms.

**Standard 2:** Applies movement concepts and principles to the learning and development of motor skills.

**Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

Benchmarks:

8.1.1: Demonstrate mature forms in locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills.

8.1.2: Demonstrate basic competency in more complex motor (movement) skills related to specific sports activities.
8.2.1: Identify basic concepts that apply to the movement and sports skills being practiced.

8.4.1: Describe and monitor (keeps a record of) intensity of exercise.

**Assessments to Meet Objectives:**

Students will raise their hands and when called on, will tell if the exercise is muscular strength, muscular endurance, or flexibility. The teacher will walk the perimeter of the serve and ball placement game to see if all students are working cooperatively with their group members.

**Technology or Rational Why Not Used:** Heart rate monitors, use of Microsoft word to write lesson plan, and Internet for fitness activity.

**Adaptations and Challenges:** Modify the type and size of the ball being used. If you have visually impaired students, you can change the color of the ball to a bright color. Modify the rules to let the ball bounce multiple times to all students to have success. Allow students to stand anywhere on the court, where they feel they can get the ball over the net.

**Equipment:** Paddles, Balls, nets, courts, 5 balls, 5 courts, 5 dice, dry erase board, and mats

**Fitness Activity:**

**Name/Title:** Deal or No Deal

**Purpose of Event:** The purpose of this activity is to get students moving by incorporating a bunch of fitness exercises using the game Deal or No Deal.

**Prerequisites:** Rules of Deal or No Deal, a number of strength and flexibility exercises.

**Suggested Grade Level:** 8

**Materials needed:** gym space, index cards with different exercises on one side and a number on the other side

**Description of Idea**

Review rules of game. Have students sit around the 3-point line. Pick a student to draw a card from the pile in your hands. Have the student read the exercise on the card out loud to the rest of the class. As a class they decide to both take the deal and do the exercise on the card or no deal. If they choose no deal, have another student take the deal and do the exercise on the card or no deal. If they choose no deal, have another student pick a card from the pile and whatever the exercise is, that’s the exercise they will do. Keep drawing until each student has had a chance to draw a card from the pile.

**Assessment Ideas:**
For each activity students draw, have them indicate whether it is a muscular strength, muscular endurance, cardiovascular endurance or a flexibility exercise, and what body parts are used for each exercise.

**Teaching Suggestions:**

Make sure there are enough cards for each student to be able to draw from the pile.

Have charts with pictures of each exercise posted so students are reminded of proper technique.

**Adaptations for Students with Disabilities:**

Have an alternate activity for those with disabilities.

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**Day 4**

**Introduction Activity:** Review and Practice of serve and ball placement

**Fitness Activity:** Slide Aerobics (pecentral.com)

**Lesson Focus:** Forehand and Backhand Drive (QLPSPE, 548)

**Culminating Activity:** Partners hit back/forth between forehand and backhand.

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Two Lesson Objectives:

(P) SWBAT perform multiple exercises to increase their muscular strength and endurance during the Muscles in Action fitness activity.

(A) SWBAT work cooperatively with a partner to hit the ball back and forth using the forehand and backhand drive during the culminating activity.

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**National Standards:**
Standard 1: Demonstrate competency in many movement forms and proficiency in a few movement forms.

Standard 3: Exhibit a physically active lifestyle.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Benchmarks:

8.1.1: Demonstrate mature forms in locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills.

8.3.1: Identify activities that, when done regularly, can contribute to an active lifestyle.

8.4.1: Describe and monitor (keeps a record of) intensity of exercise.

**Assessments to Meet Objectives:** Teacher observation of fitness activities and culminating activity.

**Technology or Rational Why Not Used:** Heart rate monitors, Microsoft office to write lesson plan, and Internet for fitness activity.

**Adaptations and Challenges:** Allow students who are having trouble hitting the pickle ball use a nerf ball or change the size of the ball.

**Equipment:** Paddles, Balls, nets, courts

**Fitness Activity:**

Name/Title: Slide Aerobics

**Purpose of Activity:** This lesson allows students to utilize sliding as a locomotor movement in order to get a great workout. They review the importance of cardio-respiratory endurance, muscular strength, and muscular endurance. Students will get a great workout and won't even realize it! I tell them at the beginning of the class that if they don't smile and enjoy this lesson - they must not be human. Even my grumpiest who tried not to - smiled and had fun!

Suggested Grade Level: 6-8

Materials Needed: Lots of old t-shirts or towels (2 per student), slipperly floor surface (not carpet obviously), cones, pennies, overhead projector, and a stereo system.

Description of Idea
This entire lesson is completed using a sliding/skating style movement.

First activity: All-Skate

The entire group skates around the gym forward, backward (lead with the glutes to prevent spills), side steps, with a twist/turn, and then a skate-skate-slide technique. [8-10 min.]

Second activity: Twist and Shout

The group will have a twist off and try to last the entire song. We stop twice to examine where our heart rates are. I usually judge best twisting and also give a treat based on those students who were able to twist the entire song.

Third activity: Stretch

Fourth activity: Slide Tag

You can modify any tag game but I make a rule that if you are tagged, you either have to grab a flag and continue trying to tag others or you must complete a side-to-side slide in place until the end of the game (you can also try twisting until the end of the game).

Fifth (Final) activity: Slide Dance

I always find it funny when teachers say they can’t get their middle schoolers to dance. As a final activity, the students are required to put together an aerobic dance routine. In groups of 4-5 they must create a routine which includes at least 4-5 moves (one per person) where students decide if they would like each group member to come up with a move and then put them together or as a group come up with 4-5 moves. The guidelines can be varied but they must include at least one turn and the moves must flow. At the end of class, they share with other groups. I can honestly tell you - they do a great job with this.

Assessment Ideas:

Assess group routines (1 point for each move).

Go over muscles that sliding utilizes.

Teaching Suggestions:

Safety Concerns - Go over safe sliding techniques and unsafe sliding techniques (out of control, sliding into things etc). I rarely have to address these issues during class other than a quick reminder.

Adaptations for Students with Disabilities:

Students with varying disabilities can still participate.
Students who cannot "slide" with feet can participate by traveling with the groups and coming up with moves for the routines.

**Day 5**

<table>
<thead>
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<th>Introduction Activity:</th>
<th>Review and practice of forehand and backhand drive</th>
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<td>Fitness Activity:</td>
<td>Two by Two's Fitness Fun (pecentral.com)</td>
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<tr>
<td>Lesson Focus:</td>
<td>Forehand and Backhand Lob (QLPSPE, 551)</td>
</tr>
<tr>
<td>Culminating Activity:</td>
<td>Serving Assessment</td>
</tr>
</tbody>
</table>

**Two Lesson Objectives:**

(A) SWBAT work cooperatively with their partner to complete the Two-by-Two fitness worksheet.

(A) Students will quickly return the ball back to their partner to allow for maximum practice time during the partner lob drill.

**National Standards:**

Standard 1 Demonstrate competency in many movement forms and proficiency in a few movement forms.

Standard 3: Exhibit a physically active lifestyle.

Standard 4 Achieves and maintains a health-enhancing level of physical fitness.

**Benchmarks:**

8.1.1: Demonstrate mature forms in locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills.
8.3.1: Identify activities that, when done regularly, can contribute to an active lifestyle.

8.4.1: Describe and monitor (keeps a record of) intensity of exercise.

**Assessments to Meet Objectives:** Successful completion of the two-by-two fitness worksheet and answer teacher’s questions. The teacher will observe how the students are working with their partner during the Partner lob Drill.

**Technology or Rational Why Not Used:** Heart rate monitors, Microsoft word to write lesson plan, and Internet for fitness Activity.

**Adaptations and Challenges:** Modify the type and size of the ball being used, and you can change the color of the ball to bright colors for visually impaired.

**Equipment:** Paddles, Balls, nets, courts, 4 jump ropes, 20 5lbs weights, 1 mat, pencil, copies of worksheet

Fitness Activity:

**Title/Name:** Two-by-Two Fitness

**Purpose of Event:** To help improve students muscular strength, while at the same time giving students the opportunity to work together in an attempt to complete a common goal.

**Suggested Grade Level:** 8

**Materials Needed:** For a class size of 40 you will need: 4 jump ropes, 20 five pound dumbbells, 1 gymnastic mat, a pencil and one copy of the two by two’s worksheet for each student. (If you do not

**Description of Idea**

Provide each student with a copy of the following two by two’s worksheet. Listed on the handout are 15 different tasks. While teaming with a new partner for each task each student is to attempt to complete the entire sheet of fitness activities. Each time a task is completed the two partners should sign each other’s sheet. After the completion of one task the students should find a new partner to do a different task with. Add music to make the activity more fun if you can.

**Teacher Focus:** Watch the students to make sure they are using the proper form while completing the tasks.

Two by Two’s Fitness Worksheet
**Directions:** Find a partner and complete one of the following tasks. Sign each other's sheet and find a new partner to complete another task. Continue finding new partners and completing one task until the allotted time is completed. I will be watching for proper form and cooperation.

1. YOU AND SOMEBODY DO 13 PUSH-UPS:

2. YOU AND SOMEBODY HAVE AN ARM WRESTLE:

3. YOU AND SOMEBODY DO 20 SHOULDER PRESSES:

4. YOU AND SOMEBODY DO 50 JUMP HOPS:

5. YOU AND SOMEBODY DO 15 RIGHT ARM CURLS:

6. YOU AND SOMEBODY DO 25 CRUNCHES:

7. YOU AND SOMEBODY DO 15 RIGHT ARM FRONTAL EXT:

8. YOU AND SOMEBODY DO 20 TRI-CEP EXTENSIONS:

9. YOU AND SOMEBODY DO 15 RIGHT ARM LATERAL EXT:

10. YOU AND SOMEBODY HIGH TEN YOUR PE TEACHER:

11. YOU AND SOMEBODY DO 15 LEFT ARM FRONTAL EXT:

12. YOU AND SOMEBODY DO 15 LEFT ARM CURLS:

13. YOU AND SOMEBODY JUMP ROPE FOR 1 MINUTE:

14. YOU AND SOMEBODY TAKE YOUR HEART RATE FOR 1 MIN:

15. YOU AND SOMEBODY DO A 30 SECOND DANCE:
Day 6

**Introduction Activity:** Review and practice of forehand and backhand lob

**Fitness Activity:** Scooter Bring Back (PECentral.com)

**Lesson Focus:** Forehand and backhand volley (QLPSPE, 551)

**Culminating Activity:** Forehand and backhand volley and drive assessment

**Two Lesson Objectives:**

**(P)** SWBAT demonstrate their levels of strength during their participation in Scooter Bring Back by increasing the amount of weight of the objects they carry throughout the activity.

**(C)** SWBAT identify the skill cues for the forehand and backhand volleys when asked by the teacher.

**National Standards:**

Standard 1 Demonstrate competency in many movement forms and proficiency in a few movement forms.

Standard 2 Applies movement concepts and principles to the learning and development of motor skills.

Standard 4 Achieves and maintains a health-enhancing level of physical fitness.

**Benchmarks:**

6.1.1 Demonstrate mature forms in locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills.

6.1.2 Demonstrate basic competency in more complex motor (movement) skills related to specific sports activities.

6.2.1 Identify basic concepts that apply to the movement and sports skills being practiced.

6.4.1 Describe and monitor (keeps a record of) intensity of exercise.

**Assessments to Meet Objectives:** Students will turn in their forehand and backhand volley and drive assessment at the end of the class.

**Technology:** Heart rate monitors and internet for fitness activity
Adaptations and Challenges: Use visual and verb cues when talking about the volley, lob, and drive. Also spread the lighter equipment farther from where groups start than the heavy equipment.

Equipment: Paddles, Balls, nets, courts, scooters, cones, steps, and different weights

Fitness Activity:

Name/Title: Scooter Bring Back

Suggested Grade Level: all

Materials Needed: scooter for each team of 2, various sized equipment of differing weights. E.g., 50 tennis balls, aerobic steps, car tire, large cones, ping pong balls, any objects will work.

Description of Idea: Split your class into groups of two or three. (You can have a lot of groups spread out across the floor.) Each team will have a scooter. Have students use the scooter to travel to the other side of the gym and pick up one of the objects that has been placed there. They will attempt to bring it back. If the object is dropped, they must go back to the place they picked it up and start over. This is why you would want large objects. The students work on muscular strength when carrying the objects, and while they are pushing themselves on the scooter. It’s good to have the students talk in their groups, so they have a plan of who will pick up what item. This is a great warm-up, and should only take 5-10 minutes.

Day 7

Introduction Activity: Review and practice forehand and backhand volley

Fitness Activity: Circuit Training (PECentral)

Lesson Focus: Overhand smash and ball spin

Culminating Activity: Speed tennis

Two Lesson Objectives:

(C) SWBAT identify the two types of ball spins used during a game of pickle ball and what the advantages of both are.
SWBAT use different dynabands to increase and decrease the amount of load on their muscles during circuit training surprise.

**National Standards:**

Standard 1 Demonstrate competency in many movement forms and proficiency in a few movement forms.

Standard 2 Applies movement concepts and principles to the learning and development of motor skills.

Standard 3 Exhibit a physically active lifestyle.

Standard 4 Achieves and maintains a health-enhancing level of physical fitness.

**Benchmarks:**

8.1.1 Demonstrate mature forms in locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills.

8.1.2 Demonstrate basic competency in more complex motor (movement) skills related to specific sports activities.

8.2.3 Describe basic strategies for offense and defense in simple lead-up games.

8.3.1 Identify activities that, when done regularly, can contribute to an active lifestyle.

8.4.1 Describe and monitor (keeps a record of) intensity of exercise.

**Assessments to Meet Objectives:** The teacher will provide different tension dynabands for students to use during circuit Training Surprise.

**Technology:** Heart rate monitors and internet for fitness activity

**Adaptations and Challenges:** Use both visual and verbal cues when talking about overhand smash and ball spin, allow student with less upper body strength to use less tension dynabands.

**Equipment:** Paddles, Balls, nets, courts, large balloon, Colored index cards with exercises printed on them, pen, CD player, upbeat music, jump ropes, dumbbells, and dynabands

**Fitness Activity:**
Name/Title: Circuit Training

Suggested Grade Level: 6-8

Materials Needed: Large activity area, large balloons, markers/pens, paper and/or index cards (colored if possible), tape or CD player, up-tempo or age appropriate music, jump ropes, dumbbells (ranging from 2 - 10 lbs), dynabands

Description of Idea: To begin the activity have the students move throughout the activity area to the music and using their teachers choice of locomotor pattern (i.e., galloping, skipping, jogging, walking, etc.). When the music stops (or on the teachers signal), the students go to the middle of the playing area, get a balloon, pop the balloon by sitting on it (or another way that you have designated). They then read the activity card that is contained in the balloon. Examples of activities to put in the balloons are:

- dynaband arm stretches
- dumbbell arm curls
- abdominal crunches (e.g., sit ups)
- modified or regular push ups
- jump rope
- dance
- stretching

The necessary equipment should be placed in various areas of the room so that each activity has a designated station with enough space for students to comfortably and safely work in. The length of time the students perform the traveling and then the stationary activity should be for approximately 30 seconds to 1 minute intervals. Once the time for the stationary activity is up, during the rest time, have students trade pieces of paper to get a new activity. Once again, a new form of traveling should take place until the music stops again. Students should then perform a new stationary activity. Continue this pattern until all students have experienced each of the activities.

* to help students differentiate which tasks they have and have not done, color code the paper messages along with the balloon color.

Day 8

Introduction Activity: Review of overhead smash and ball spin

Fitness Activity: Fitness race track (PECentral)

Lesson Focus: Rules and etiquette of pickle ball and scoring. (QLPSPE, 544-545)
Culminating Activity: Forehand and backhand lob assessment

Two Lesson Objectives:

(P) SWBAT obtain 1000 steps during Fitness Race Track.

(P) SWBAT perform the forehand and backhand lob assessment with 80% accuracy.

National Standards:
Standard 1 Demonstrate competency in many movement forms and proficiency in a few movement forms.

Standard 3 Exhibit a physically active lifestyle.

Standard 4 Achieves and maintains a health-enhancing level of physical fitness.

Benchmarks:

8.1.1 Demonstrate mature forms in locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills.

8.1.2 Demonstrate basic competency in more complex motor (movement) skills related to specific sports activities.

6.3.1 Identify activities that, when done regularly, can contribute to an active lifestyle.

8.4.1 Describe and monitor (keeps a record of) intensity of exercise.

Assessments to Meet Objectives: Students will fill out forehand and backhand lob assessment and turn it in at the end of class. Students will record the number of steps they took during the Fitness Race Track activity.

Technology: Heart rate monitors and internet for fitness activity

Adaptations and Challenges: Modify the type and size of the ball being used, and you can change the color of the ball to bright colors for the visually impaired.

Equipment: Paddles, Balls, nets, courts, cones, signs, CD player, and high energy music
Fitness Activity:

**Name/Title:** Fitness Race Track

**Suggested Grade Level:** 6th and up

**Materials Needed:** Large open area that can be made into a square measuring approximately 40 X 40 feet, Cones to be placed in the corners of the square, Signs that have a list of 7 -10 different exercises, that will be attached to the cones, high energy music.

**Description of Idea:** Have each student get a partner and go to one of the corners of the square where the exercises are listed. (Limit the number of groups per corner, i.e. no more than 4 groups per corner.) The students need to decide which one will be the *runner* and which will be the *exerciser*.

Have all students take their resting heart rate and record that. Then have them estimate and record what they think their heart rate will be when they are done with the activity.

When the music starts (or on the teachers signal) the student who chose running will run around the square while their partner does the first exercise on the list. When the runner gets back to the corner in which he/she started he/she does the first exercise on the list and the partner that was doing the exercise will run around the square. When the second runner gets back to his corner he does the second exercise on the list and the other partner runs, etc. Continue until all exercises on the list have been completed by each partner. After the partners have completed the tasks have them students take their heart rate again and record it. See if they were close to their estimation at the beginning of the activity. Have the students walk around inside the square until their classmates have finished the activity. This is a good time for them to stretch their warmed up muscles on the inside of the track.

**Variations:** Make sure that the students doing the exercises are completely inside of the square and the runners run around the outside of the square. If inside make sure runners aren't running too close to walls and outside equipment on the ground.

**Possible Station Activities:**
You do not need to do all of these. Choose 4-5.

1. Push-Ups (modified or regular)
2. Crunches
3. Bell Jumps (Student jumps back and forth side to side over a line or rope)
4. Pumping up a flat bycycle tire with a hand pump
5. Crab Walk
6. Student Choice of one of the other activities for that day
7. Jump roping

8. Dynabands

• 9. Safe appropriate stretching

• 10. Hopping on one foot 20 times and then alternate to other foot, etc.

Day 9

**Introduction Activity:** Scoring, Rules, and History of Pickleball Quiz

**Fitness Activity:** Push-Up Routine

**Lesson Focus:** Game Strategies and Court Movement (QLPSPE, 556-557)

**Culminating Activity:** Bucket Tennis

**Two Lesson Objectives:**

(P) SWBAT identify and perform pushups that are appropriate for their individual fitness level.

(c) SWBAT identify the facts including the scoring, rules, and history of Pickleball by completing their Pickleball Quiz at the beginning of class.

**National Standards:**

Standard 1 Demonstrate competency in many movement forms and proficiency in a few movement forms.

Standard 3 Exhibit a physically active lifestyle.

Standard 4 Achieves and maintains a health-enhancing level of physical fitness.
Benchmarks:

8.1.1 Demonstrate mature forms in locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills.

8.1.2 Demonstrate basic competency in more complex motor (movement) skills related to specific sports activities.

8.3.1 Identify activities that, when done regularly, can contribute to an active lifestyle.

8.4.1 Describe and monitor (keeps a record of) intensity of exercise.

Assessments to Meet Objectives: Students will take the Scoring, Rules, and History Quiz at the beginning of class.

Technology: Heart rate monitors and internet for fitness activity

Adaptations and Challenges: Use different type of balls, allow students who are not as strong in their upper body to do modify push ups.

Equipment: Paddles, Balls, nets, courts, mats, and buckets

Fitness Activity:

Name/Title: Push-Up Routine

Suggested Grade Level: 5-12

Materials Needed: If used as a station, a print out of the directions is helpful.

Prerequisites: The students should be able to hold a push-up position for at least 30 seconds.

Description of Idea: Students work with one partner. Explain and demonstrate some movements students can do from a push-up positon synchronized with a partner. With two people facing one another in push-up position, demonstrate:

- Shake hands (right hand)
- Shake hands (left hand)
- High five (right hand)
- High five (left hand)
- Pat the floor with right hand
- Pat the floor with left hand
- Lift right foot
- Lift left foot
Let them practice some of these and encourage them to create their own movements. Have students make a routine with their partners. The movements should be synchronized and they must remain in a push-up position. You may want to make an acceptable timetable, so students know how long the routine should last. When students have had time to prepare their routine, have them perform it for the class.

**Variations:** Use groups of 3 or 4 to create different routines. Have students do this as part of their warm-up. Offer props such as small balls (tennis sized foam balls for example) to use as part of the routine.

**Assessment Ideas:** Ask students what muscles are being strengthened in this routine (biceps, triceps, pectoralis, deltoids, etc.). Have students track their push-up performance throughout the year.

**Adaptations for Students with Disabilities:** Students with physical challenges should be included in groups with the goal of improving everyone’s upper body strength while including all students in the routine.

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**Day 10**

**Introduction Activity:** Review of skills and game strategies

**Fitness Activity:** Two by two Fitness (PECentral)

**Lesson Focus:** Modified game play

**Culminating Activity:** One-bounce partner rally drill (QLPSPE, 550)

**Two Lesson Objectives:**

(A) SWBAT work cooperatively with their partner to complete the Two-by-Two fitness worksheet.

(P) SWBAT perform the basic paddle skills with an accuracy of at least 80%.

**National Standards:**

Standard 1 Demonstrate competency in many movement forms and proficiency in a few movement forms.

Standard 3 Exhibit a physically active lifestyle.

Standard 4 Achieves and maintains a health-enhancing level of physical fitness.
Benchmarks:

8.1.1 Demonstrate mature forms in locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills.

8.1.2 Demonstrate basic competency in more complex motor (movement) skills related to specific sports activities.

8.3.1 Identify activities that, when done regularly, can contribute to an active lifestyle.

8.4.1 Describe and monitor (keeps a record of) intensity of exercise.

Assessments to Meet Objectives: Successful completion of the two-by-two fitness worksheet and teacher led questioning.

Technology: Heart rate monitors and internet for fitness activity

Adaptations and Challenges: Use verbal and visual cues when reviewing skills for modified game play. Pair students with similar skill levels during two by two’s fitness fun.

Equipment: Paddles, Balls, nets, courts, 4 jump ropes, 20 5lbs weights, 1 mat, pencil, copies of worksheet

Fitness Activity:

Name/Title: Two by Two Fitness

Suggested Grade Level: 6th and up

Materials Needed: For a class size of 40 you will need: 4 jump ropes, 20 five pound dumbbells, 1 gymnastic mat, a pencil and one copy of the two by two's worksheet for each student. (If you do not have the dumbbells, try substituting cut up strips of bike inner tubes).

Description of Idea: Provide each student with a copy of the following two by two's worksheet. Listed on the handout are 15 different tasks. While teaming with a new partner for each task each student is to attempt to complete the entire sheet of fitness activities. Each time a task is completed the two partners should sign each others sheet. After the completion of one task the students should find someone new to do a different task with. Add music if you can.
**Teacher Focus:** Look to make sure they are using the proper form while completing these tasks.

**Two by Two's Fitness Worksheet**

**Directions:** Find a partner and complete **one** of the following tasks. Sign each other's sheet and find a new partner to complete another task. Continue finding new partners and completing one task until the allotted time is completed. I will be watching for proper form and cooperation.

1. **YOU AND SOMEBODY DO 13 PUSH-UPS:**

2. **YOU AND SOMEBODY HAVE AN ARM WRESTLE:**

3. **YOU AND SOMEBODY DO 20 SHOULDER PRESSES:**

4. **YOU AND SOMEBODY DO 50 JUMP HOPS:**

5. **YOU AND SOMEBODY DO 15 RIGHT ARM CURLS:**

6. **YOU AND SOMEBODY DO 25 CRUNCHES:**

7. **YOU AND SOMEBODY DO 15 RIGHT ARM FRONTAL EXT:**

8. **YOU AND SOMEBODY DO 20 TRI-CEP EXTENSIONS:**

9. **YOU AND SOMEBODY DO 15 RIGHT ARM LATERAL EXT:**

10. **YOU AND SOMEBODY HIGH TEN YOUR PE TEACHER:**

11. **YOU AND SOMEBODY DO 15 LEFT ARM FRONTAL EXT:**

12. **YOU AND SOMEBODY DO 15 LEFT ARM CURLS:**

13. **YOU AND SOMEBODY JUMP ROPE FOR 1 MINUTE:**

14. **YOU AND SOMEBODY TAKE YOUR HEART RATE FOR 1 MIN:**

15. **YOU AND SOMEBODY DO A 30 SECOND DANCE:**
Day 11

**Introduction Activity:** Review and practice of game strategies and court movement.

**Fitness Activity:** Frisbee Golf Fitness (PECentral)

**Lesson Focus:** Regulation Singles Tournament

**Culminating Activity:** No Elimination Tournament

**Two Lesson Objectives:**

(c) SWBAT identify, by where an opponent is positioned, which shot is most appropriate to use in a game of pickle ball.

(P) SWBAT use various shots learned throughout the pickle ball unit in a regulation pickle ball game.

**National Standards:**

Standard 1 Demonstrate competency in many movement forms and proficiency in a few movement forms.

Standard 3 Exhibit a physically active lifestyle.

Standard 4 Achieves and maintains a health-enhancing level of physical fitness.

**Benchmarks:**

8.1.1 Demonstrate mature forms in locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills.

8.1.2 Demonstrate basic competency in more complex motor (movement) skills related to specific sports activities.

8.3.1 Identify activities that, when done regularly, can contribute to an active lifestyle.

8.4.1 Describe and monitor (keeps a record of) intensity of exercise.
**Assessments to Meet Objectives:** The teacher will walk the perimeter of the gym making sure all members of the groups are working cooperatively. (Teacher observation) Heart rate downloads.

**Technology:** Heart rate monitors and internet for fitness activity

**Adaptations and Challenges:** Pair students with same skill levels together. Modify rules to allow for the most success for students.

**Equipment:** Pickleball Paddles, Balls, Net, CD Player, upbeat music, cones, markers, Frisbees, stop watches

**Fitness Activity:**

**Name/Title:** Frisbee Golf Fitness

**Suggested Grade Level:** 6-8th

**Materials Needed:** 8 large cones each of a different color, 8 small markers which are the same colors as the cones, 1 frisbee per student or 1 frisbee for every 2 students, Stop watches

**Description of Idea:** Set up 8 frisbee golf holes with the small cone being the tee area and the large cone being the target. The tee area cone must be the same color as the target cone. It helps to set up the holes around a soccer field with one hole leading to the next. The students throw the frisbee toward the target. They should move to where it lands and then throw again. Continue until the target is hit by the frisbee. Check heart rate every other hole to see if the target heart rate is achieved. The teacher will have the students stop, check their heart rate for 10 seconds and record their findings and record on the scorecard at the hole they are playing. They will move to the next hole and continue until all holes have been completed. The students can keep score or they can be timed to see how quickly they have completed the course. This activity can also be a partner activity with the partners taking turns throwing the frisbee. The use of pedometers can be another form of a technology assessment.

**Assessment Ideas:** Perform the course over a number of classes in a frisbee unit to check throwing scores for improvement. Or have students record heart rates at the end of every other hole to check for maintenance of target heart rates.

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**Day 12**

**Introduction Activity:** Review and practice game strategies and court movement.

**Fitness Activity:** 12 Ways to Fitness (PECentral)
Lesson Focus: Regulation Doubles Tournament

Culminating Activity: No Elimination Tournament

Two Lesson Objectives:

(P) SWBAT perform various muscular strength, muscular endurance and cardiovascular endurance exercises to get their heart rate into their target heart rate zone during The Twelve Ways of Fitness.

(A) SWBAT show good sportsmanship by cheering on their doubles team and being respectful of their opponents.

National Standards:

Standard 1 Demonstrate competency in many movement forms and proficiency in a few movement forms.

Standard 3 Exhibit a physically active lifestyle.

Standard 4 Achieves and maintains a health-enhancing level of physical fitness.

Benchmarks:

8.1.1 Demonstrate mature forms in locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills.

8.1.2 Demonstrate basic competency in more complex motor (movement) skills related to specific sports activities.

8.3.1 Identify activities that, when done regularly, can contribute to an active lifestyle.

8.4.1 Describe and monitor (keeps a record of) intensity of exercise.

Assessments to Meet Objectives: The teacher will walk the perimeter of the gym making sure all members of the groups are working cooperatively. (Teacher observation) Heart rate downloads.

Technology: Heart rate monitors and internet for fitness activity
Adaptations and Challenges: Pair students with same skill levels together. Modify rules to allow for the most success for students.

Equipment: Paddles, Balls, nets, courts, CD player, Music

Fitness Activity:

Name/Title: 12 Ways to Fitness

Suggested Grade Level: 6-8

Materials Needed: A large open space that safely accommodates a particular class size, music, CD/Tape player

Description of Idea: This is an add-on fitness activity using 12 student leaders. Have your students get into groups of twelve (or a large group could be used as well with the twelve student leaders in front of the group calling out the exercise they are assigned).

Explain to the students that you are going to have them work on some fitness exercises and it works very much like the Christmas song "The Twelve Days of Christmas" where the students add on and perform the next number of exercises. All of the students will do the exercises together. For example, all do 4 sit-ups together, then they do 3 push ups, etc.

The following is an example complete with suggested fitness exercises. You are welcome to choose the exercises that you are partial to.

1. Push-up (first student leader does)
2. Sit-ups (second leader adds on and then repeats #1)

3. Coffee-grinders (extend one arm on the ground supporting the body weight while walking the feet 360 degrees around the arm. Students can alternate arms when needed. In this example, students perform 3 coffee-grinders each time it comes up then do 2 sit-ups) (third leader adds on then repeat #2, #1)

4. Crab kicks (fourth leader adds on then repeat #3, #2, #1)

5. Golden rest (This is a rest period where students get a break between exercises by walking slowly around the area chanting "one golden rest, two golden rests, three golden rests, four golden rests, five golden rests". After they complete the fifth golden rest, as suggested by this example, they perform 4 crab kicks. (fifth leader adds on then repeat #4, #3, #2, #1)

6. Leaping leaps (sixth leader adds on then repeat #5, #4 #3, #2, #1)

7. Jumping jacks (seventh leader adds on then repeat #6, #5 #4, #3, #2, #1)

8. Forward lunges (eighth leader adds on then repeat #7, #6, #5, #4, #3, #2, #1)
9. **Carioca (or grapevine/crossover) steps** (students move sideways with arms held out and parallel to the ground using a crossover step in front and a return step, a crossover step in back, and finally another step (this is considered one complete carioca step). (ninth leader adds on then repeat #8, #7, #6, #5, #4, #3, #2, #1)

10. **Skipping skips** (tenth leader adds on then repeat #9, #8, #7, #6, #5, #4 #3, #2, #1)

11. **Rooster hops** (Simply hopping on one foot. Students can alternate legs if needed.) (eleventh leader adds on then repeat #10, #9, #8, #7, #6, #5, #4, #3, #2, #1)

12. **Running steps/stairs** (last student leader adds on then repeat #11, #10, #9, #8, #7, #6, #5, #4, #3, #2, #1)

**Assessment Ideas:** Have students choose the exercise to do (may want to have a large list available for them to look at) After activity is over have students write down the exercises and have them write which fitness component each exercise was stressing or was most closely related to. Have them turn this in so you can check for understanding. If a big class you may want to post the exercises on a poster board for those in the back.
Resources for Introductory Activities

**Day 1:** The introduction activity for today was a pre-assessment of Pickle ball. We allowed the students to play with the pickle ball equipment to familiarize them with it and to see how well they could contact the ball with little or no previous experience. This would show us a baseline of student ability.

**Day 2:** The introduction activity for today was another day of pickle ball pre-assessment. The students have still not been exposed to any of the actual game play, so we can still see the different skill levels of the students with no instruction. This pre-assessment will give us a baseline of what different level of abilities the students have and will help us see their improvement as the unit progresses.

**Day 3:** Today is a review of the different grips. The students learned the Eastern forehand grip, the Eastern backhand grip, and the Continental Grip. Students also have a chance to practice where they should be positioned on the court and how to get in the proper stance.

**Day 4:** Today is a review of the serve and ball placement. Students will have the opportunity to practice serving the ball and working on where to place the ball on the court. They will also practice the proper grip and stance to use during the serve.

**Day 5:** Today is a review and practice of the forehand and backhand drive. Students will be given the opportunity to practice both of these shots. Since both the backhand and forehand drive will be addressed towards the end of the unit, the students will use this extra time to practice these shots.

**Day 6:** Today we will be reviewing and practicing the forehand and backhand lob shot. Students will be given more opportunity to practice these shots before their skill tested.

**Day 7:** Today we will be reviewing and practicing the forehand and backhand volley. Students will be given more opportunity to practice these shots before their skill tested.

**Day 8:** Today we will be reviewing and practicing the overhand smash and putting spin on the ball.

**Day 9:** Today students will be tested on scoring, rules, and the history of Pickleball through the completion of a quiz.

**Day 10:** Today is going to be a review of game strategies. With these skills students will improve their overall game play. This will help to measure the students’ cognitive skills within the Pickleball unit.
**Day 11:** Today is going to be a review of game strategies and court movement in order to move onto successful regulation play.

**Day 12:** Today is also going to be a review of game strategies and court movement in order to move onto successful regulation play. This will be a way of combining all of the previously learned Pickleball skills.
Resources for Culminating Activities

**Day 1:** Today’s culminating activity was a pre-assessment of pickle ball. We allowed the students to play with the pickle ball equipment to see how well they could contact the ball with little or no previous experience. This would show us a baseline of the student’s abilities.

**Day 2:** The culminating activity for today was another day of pickle ball pre-assessment. The students have still not been exposed to any of the actual game play, so we can still see the different skill levels of the students with no instruction. This pre-assessment will give us a baseline of what different level of abilities the students have and will help us see their improvement as the unit progresses.

**Day 3:** Today students will be doing the ball spin rally and down the line and crosscourt drills. Students will be in groups of four for the down the line and crosscourt drill. One person will stand at each corner of the court. The first person will hit the ball down the sideline, the next person will hit the ball diagonally across the court, the next person will hit the ball down the sideline and the last person will hit the ball diagonally across the court and then the process will start again. The groups of four will see how long they can continuously rally the ball. For the ball spin rally drill, students will work with a partner, rallying shots back and forth, placing either topspin or backspin on the ball.

**Day 4:** Today students will be performing the one-bounce partner drill and the partner rally drill. For the one-bounce partner drill students will stand roughly 30 feet apart from their partner. One partner will begin by hitting the ball to the other partner, who lets it bounce once before returning it to the other partner. Students use the forehand and backhand drives to return the ball. Students will continue rallying, trying to reach 10 consecutive returns. For the Partner rally drill, students will stand about 20 feet apart and use either the forehand and backhand drive to keep the ball in play. The ball must remain in the air for the entire rally. Try your best not to let it hit the floor. Once the partners have successfully completed the rally for 10 returns in a row, the students will switch partners.

**Day 5:** Today students will be doing the serving peer assessment. Students will work with one of their classmates to assess each other’s serving using a provided checklist. Students will then receive one-on-one feedback from the teacher about their serving assessment.

**Day 6:** Today the students will be tested on their forehand and backhand volley. During this assessment students will fill out their partner’s assessment sheet. One partner will throw the ball over the net so the second partner can return the thrown ball with both the forehand and backhand volley and drive.

**Day 7:** Today the students will be participating in a drill that involves the game of speed tennis. Speed tennis (one student will hit tennis balls around the court trying to have their...
partner return their shots back into play, the more challenging for the defender the better.) This drill will help to combine some of the previously learned Pickleball skills.

**Day 8:** Today the students will be tested on their forehand and backhand lob. During this assessment students will fill out their partner’s assessment sheet. One partner will throw the ball over the net so the second partner can return the thrown ball with both the forehand and backhand lob.

**Day 9:** Today the students will be participating in a drill that involves the game of bucket tennis. Bucket tennis (partners volley to each other trying to make the ball into the bucket that is in front or in back of the opponent that he or she is not guarding.)

**Day 10:** Today the students will work on their forehand and backhand drive through the one-bounce partner rally drill. With partners and standing about 30 ft. apart, students drop hit the ball to their partners, who let it bounce once before returning it. Students continue the rally and count consecutive hits, trying to reach 10. Each time someone misses, the rally starts again with a drop hit. Have students switch partners and repeat the drill.

**Day 11:** Today students will begin a non-elimination tournament. This tournament will be a singles tournament and help to culminate all previously learned skills.

**Day 12:** Today students will begin a non-elimination tournament. This tournament will be a doubles tournament and help to culminate all previously learned skills.
## Assessments

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Assessments</th>
<th>Format of Assessment</th>
<th>Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Goal 1:</strong> Using a Pickle Ball racquet and regulation Pickle Ball,</td>
<td>Pre-Assessment</td>
<td>Teacher Observation</td>
<td>Keep students on task to maximize participation, repeat and modify</td>
</tr>
<tr>
<td>students will be able to serve the Pickle Ball over the net and into the</td>
<td>Formative Assessment</td>
<td>Peer Assessment</td>
<td>demonstrations, provide detailed feedback.</td>
</tr>
<tr>
<td>correct box on the opposite side of the net 7 out of 10 times.</td>
<td>Post-Assessment</td>
<td>Teacher Feedback</td>
<td>Provide students with detailed feedback of performance.</td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Learning Goal 2:</strong> Using a Pickle Ball racquet and regulation Pickle Ball,</td>
<td>Pre-Assessment</td>
<td>Teacher Observation</td>
<td></td>
</tr>
<tr>
<td>students will be able to use the forehand and backhand drive and volley</td>
<td>Formative Assessment</td>
<td>Peer Assessment</td>
<td></td>
</tr>
<tr>
<td>to hit hoops set at various spots on the floor in 7 out of 10 attempts.</td>
<td>Post-Assessment</td>
<td>Teacher Feedback</td>
<td></td>
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</tbody>
</table>
**Skills Assessment for Pickleball**

**Name:**

**Directions:** After your partner completes skill circle the number that matches their performance. 1 being the worst and 4 being the best.

**Serve**

- **4-** Uses a legal serve to place the ball into opponent’s service area 10 out of 10 serves.

- **3-** Uses a legal serve to place the ball into opponent’s service area at least 8 out of 10 serves.

- **2-** Uses a legal serve to place the ball into opponent’s service area at least 6 out of 10 serves.

- **1-** No effort/violates rules

**Forehand/Backhand Volley**

- **4-** Consistently chooses appropriate stroke. Consistently uses an offensive shot to hit the ball away from opponent to open space. Consistently moves to home base and ready position following strokes.

- **3-** Usually chooses appropriate stroke. Usually uses an offensive shot to hit the ball away from opponent to open space. Usually moves to home base and ready position following strokes.

- **2-** Seldom chooses appropriate stroke. Seldom uses an offensive shot to hit the ball away from opponent to open space. Seldom moves to home base and ready position following strokes.

- **1-** No effort/violates rules

**Forehand/Backhand Lob**

- **4-** Consistently chooses appropriate stroke. Consistently uses an offensive shot to hit the ball away from opponent to open space. Consistently moves to home base and ready position following strokes.

- **3-** Usually chooses appropriate stroke. Usually uses an offensive shot to hit the ball away from opponent to open space. Usually moves to home base and ready position following strokes.

- **2-** Seldom chooses appropriate stroke. Seldom uses an offensive shot to hit the ball away from opponent to open space. Seldom moves to home base and ready position following strokes.

- **1-** No effort/violates rules
PICKLEBALL Quiz

Section 1: Label (10 points)
1. Match the following dimensions and parts of the court to the attached diagram: (3 points each / 30 points total)

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Parts</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. 20 feet ___</td>
<td>F. Service Areas (4) ___</td>
</tr>
<tr>
<td>B. 44 feet___</td>
<td>G. Backline (2) ___</td>
</tr>
<tr>
<td>C. 7 feet ___</td>
<td>H. Sideline (2) ___</td>
</tr>
<tr>
<td>D. 15 feet ___</td>
<td>I. Non-volley zone (2) ___</td>
</tr>
<tr>
<td>E. 36 inches ___</td>
<td>J. Net ___</td>
</tr>
</tbody>
</table>

**Section 2: Multiple Choice (5 points)**

1. A game of Pickle Ball consists of how many points?
   - A. 8
   - B. 11
   - C. 15
   - D. 21

2. How many different types of faults can occur in Pickle Ball?
   - A. 2
   - B. 1
   - C. 3
   - D. 6

3. Pickleball got its name from:
   - A. dog named pickles
   - B. the shape of the ball
   - C. the shape of the paddle
4. The server stands:
   A. Behind the baseline
   B. In front of the baseline
   C. Straddling the baseline

5. Hitting the ball before it touches the ground is called a:
   A. half volley
   B. drop shot
   C. volley
   D. lob

Section 3: True and False (5 points)

6. There are 3 types of grips used in Pickle Ball? T or F

7. It is a good strategy to keep both players back near the baseline during the game? T or F

8. Only the serving team can score a point? T or F

9. Strategy varies depending on your opponent’s skill and tendencies? T or F

10. A ball that hits the net and goes over is good? (Except on the serve) T or F
Technology

For our form of technology we are planning on using heart rate monitors in our classroom. The use of heart rate monitors will help assess the cardiovascular endurance component of activity. This will give us concrete ways of seeing how the students are performing and it will also act as a motivation for students because they will be in charge of the grade they obtain by how hard they work. We will also use Microsoft word to create signs and create our lesson plans. Also, websites such as www.pecentral.com and www.pickleball.com were very instrumental in the planning of our unit.
Resources

www.pecentral.com

www.pickleball.com