<table>
<thead>
<tr>
<th>Day</th>
<th>Class Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduce Sport Education. Captains announced, teams assigned, team roles chosen and contracts signed. Make team poster with team mascot. Plan warm-ups.</td>
</tr>
<tr>
<td>2</td>
<td>Review pickleball rules. Introduce grips and ball handling skills used in pickleball. Check off sheet for ball control. Rotate 10 stations with teams.</td>
</tr>
<tr>
<td>3</td>
<td>Introduce forehand and backhand drive.</td>
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<tr>
<td>4</td>
<td>Volley and lob</td>
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<tr>
<td>5</td>
<td>Serves</td>
</tr>
<tr>
<td>6</td>
<td>Rules and boundaries, mini games</td>
</tr>
<tr>
<td>7</td>
<td>Officials clinic</td>
</tr>
<tr>
<td>8</td>
<td>Teacher demonstrates the positions of officials. Stats sheets used for games and responsibilities of the duty team.</td>
</tr>
<tr>
<td>9</td>
<td>Warm-ups and Pre-season round robin competition. Duty teams will perform duties of officiating and stats.</td>
</tr>
<tr>
<td>10</td>
<td>Warm-ups and Pre-season round robin competition. Duty teams will perform duties of officiating and stats.</td>
</tr>
<tr>
<td>11</td>
<td>Warm-ups and Pre-season round robin competition. Duty teams will perform duties of officiating and stats.</td>
</tr>
<tr>
<td>12</td>
<td>Coach led team practice and team cheer competition for points. Prepare offensive and defensive strategies and make adjustments for tournament.</td>
</tr>
<tr>
<td>13</td>
<td>Coach led practice and Regular Season Tournament Begins.</td>
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<tr>
<td>14</td>
<td>Coach led practice and Complete regular season championships.</td>
</tr>
<tr>
<td>15</td>
<td>Awards Ceremony and celebration.</td>
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</tbody>
</table>

**Sport Education Season for Pickleball**

**Grade Level:** Middle and High school (May adapt skills for elementary)
**Seasonal Format:** Fifteen Class sessions, meeting five times a week for fifty-six minutes each day

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

**Equipment:** Pickleball nets, Pickleball courts marked off, Pickleball paddles, Pickleballs, cones, 150 foot of wall space.

**Competition Formats:**

Preseason: Round robin tournament.

Regular Season:

**Student roles:** Captain, Coach, Manager, Exercise Specialist, Sports Council, Statistician, Motivator, Referee

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

**Special Features:** Individual and team awards


**Quality Lesson Plans for Secondary Physical Education.**

**Pickleball Sport Education Outcomes**

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

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

Students should exhibit:

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

Pickleball Lesson 1

Lesson Objectives/Assessment

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

Learning Activities

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

Closure & Reflection

- Students discuss the advantages of creating a team identity within the sports education model.
- Students will discuss why pickleball is considered a lifetime sport and list other racket sports.
- Students are asked to discuss the pickleball rules learned for this unit.

Pickleball Lesson 2

Lesson Objectives Assessment

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

**Learning Activities**

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

  **Notice Board**
  1. Captains get folder. (Folder contains coach’s plan, Pickleball rules and check sheets.)
  2. Managers get jerseys and a paddle and ball for each team member.
  3. Captains review the rules of pickleball with their team.
  4. Posters are completed and put on the wall.
• Exercise specialist lead the team in warm ups. (or teacher led in Elementary)
• Coaches lead teams in warm ups with equipment.
• Teacher walks around distributing points and keeps track of points awarded for being efficient use of time, effectiveness of created warm up and proper execution of specific exercises. Points are also awarded for cooperation between team members, opposing teams and instructor.
• Teacher demonstrates the Eastern Forehand, Eastern Backhand and Continental grips.
• Teacher demonstrates ball handling skills used in pickleball.
• Coaches use coach’s plan for checking proper grips and ball handling skills.

  **Appendix A** – Pickleball Rocks check off sheet is used as a self-assessment of each skill.

• **Drill #1** Pair up with a partner within your team. Partner A tosses to Partner B. Partner B hits the ball to Partner B so that A can catch the ball. 10 times. Switch positions.
• **Drill #2** Both partners hit to each other. Try to keep the ball going. See how many times you can hit with no more than one bounce.

**Closure and Reflection**

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

**Pickleball-Lesson 3**

**Learning Objectives/Assessment**
Students will work cooperatively with teams to improve their pickleball skills.
Students will be able to demonstrate forehand and backhand drives.
Students will be able to demonstrate drop hitting a pickleball.

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

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

Pickleball-Lesson 4

Lesson Objectives/Assessment

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

Learning Activities

- Students read the Notice Board and perform tasks in their practice area.
- Exercise specialist leads warm-ups and coach leads practice session.
- Teacher demonstrates the volley and a lob. Explain the strategy of using each stroke.
- **Drill #1: Partner Rally Drill**- Partners face each other over a net. Drop-hit the ball to begin and rally without letting the ball touch the floor. Use both forehand and backhand hits. Attempt to volley 10 times consecutively.
- **Drill #2: Partner One-Bounce and Volley Drill**- Stand 30 feet apart and mix volleys and one-bounce shots, using forehand, backhand, underhand, and overhand hits. (8-10 min.)
- **Drill #3: Partner One-Bounce and Lob drill**- Partner A drop hits to partner B who lobs the ball using forehand or backhand lob. Return shot from partner A is a one bounce hit. Continue with one-bounce to lob. Switch roles (5 min.)

Closure and Reflection

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

Pickleball-Lesson 5

Lesson Objectives/Assessments

- Students will be able to demonstrate a serve.
- Students will be able to analyze the important body positions on defense.
- Students will be able to implement defensive techniques during 3 on 3 modified games.
Learning Activities

- Teacher will correctly demonstrate proper technique of blocking out, using verbal cues that are associated with stance, hand and body positioning.
- Teacher will go over “Denial Defense” which includes attributes such as, wide stance, hand positioning and eye focusing.
- Students will practice using the correct defensive techniques within their teams. Coaches use skill check off sheet to monitor progress of defensive techniques.
- Students will utilize defensive techniques by playing three on three basketball. All students must participate in the small sided games.

Closure and Reflection

- What are the benefits of using the denial defense technique during game play?
- Explain the different characteristics of a strong defensive position during a game?
- Does basketball have a long-term effect on health? If so why?

Pickleball-Lesson 6

Lesson Objectives/Assessments

- Students will be able to smash.
- Students will be able to implement defensive strategies during game play.
- Students will be able to abide by rules of fair play while playing aggressive defense.

Learning Activities

- Teacher will demonstrate the cooperative techniques that are necessary during zone defense.
- Coaches lead a team session on zone defense and how they will implement the technique during game play.
- During team sessions, the teacher takes each team individually and discusses and displays the techniques necessary to execute proper one on one defensive strategy.
- After team is finished with zone defense practice, students will play a game of 21 with their teammates in order to develop one on one defensive strategy.
- After students complete game of 21, they will scrimmage an opposing team with the parameter of only using zone defense set.

Closure and Reflection

- When would teams use a zone defense during game play?
- When would teams use a one on one defense during game play?
• What are the positive and negative attributes to both defenses?

Pickleball-Lesson 7

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

Lesson Objectives/Assessments

• Students will be able to work cooperatively with teammates to score points in the game of basketball.
• Students will be able to understand and demonstrate different offensive strategies.
• Students will be able to incorporate all of their team members in offensive effort.
• Students will be able to recognize and prohibit the use of one player monopolizing possession of the ball.

Learning Activities

• Instructor demonstrates how to utilize basic offensive tactics that involve multiple persons in game play.
• Students split up into their teams and coach creates and implements drills that involve all team members with the opportunity to pass, dribble, and shoot.
• Instructor assesses student performance by informal observations and gives corrective feedback.
• Teams play against each other in modified game of basketball, where all players must touch the ball once before a shot is taken.
• Teams will then display one offensive play for everyone to watch. After all teams have demonstrated their creative tactic, the sports council will decide which play is the best by using the following criteria: creativity, effectiveness, cooperativeness, and overall execution.

Closure and Reflection

• What are the benefits of using everyone on your team before scoring?
• How can offensive tactics be used to throw off a defensive game plan?
• Teacher will award points for rankings in the offensive plat competition and discuss the characteristics of the better plays in the competition.

Basketball-Lesson 8

Lesson Objectives/Assessments
• Student will be able to demonstrate knowledge of officiating basketball.

• Students will be able to demonstrate knowledge of keeping stats necessary for the round robin competitions. (Score, rebounds and fair play points)

• Students will work cooperatively to decide who is responsible for the referee positions and scoring

**Learning Activities**

• Captains check the notice board and review the official’s sheet in the folder. Review rules of basketball for a team quiz for points.

• Teacher demonstrates and discusses rules, calls and positions which will be used for team competitions by the duty team.

• All responsibilities for the duty team are discussed stats of rebounds, score and fair play points.

**Closure and Reflection**

• Where are the officials responsible for covering on the court?

• What is the responsibility of the statisticians?

• When is a foul called on a player?

• What are the hand signals we covered today for a travel, double dribble and a foul?

**Basketball-Lesson 9-11**

**Lesson Objectives/Assessments**

• Students will understand the basic offensive and defensive strategies to successfully compete in a basketball competition.

• Students will engage in play utilizing both offensive and defensive strategies successfully.

• Students are active participants during the round robin pre-season play through participation/duty team.

**Learning Activities**

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

**Closure and Reflection**

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

**Basketball-Lesson 12**

**Lesson Objectives/Assessments**

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

**Learning Activities**

• Students warm up as a team and practice for the regular season tournament.
• Coaches make necessary adjustments to their team.
• Motivator prepares team for the spirit competition with their cheer. Teams vote on the best and rank 1-6.
• Finish any round robin games from day 11.

**Closure and Reflection**

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

**Basketball-Lesson 13**

**Lesson Objectives**

• Students will participate in team competitions for the regular season.
Students will follow guidance from their coach for the best possible substituting plan.

Students will work cooperatively to earn fair play points.

**Learning Activities**

- Team practice led by coach. Prepare line-ups with your subs.
- Regular Season Championships: Placed in pooles based on the overall wins in the round robin tournament. (Numbers represent places not team numbers.) Information is placed on the notice board.
- Game 1: Court A 1-3 Duty team: 2
  Court B 4-6 Duty team: 5
- Game 2: Court A 3-2 Duty team: 1
  Court B 5-6 Duty team: 4

**Closure and Reflection**

- What was needed in order to be successful today in the competitions?
- What defense do you feel was most effective?

**Basketball Lesson -14**

**Lesson Objectives**

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

**Learning Activities**

- Team warm up and practice for Regular Season Tournament games.
- Duty teams get ready for the tournament.
- Game 3: Court A 1-2 Duty: 3
  Court B 4-5 Duty: 6
- Team Challenge: Final team challenge teacher’s choice.
Closure and Reflection

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

Pickleball-Lesson 15

Lesson Objectives/Assessments

- Students support one another and demonstrate appropriate behavior during awards ceremony.

Learning Activities

- Award presentations. Individual and team. (Certificates or prizes collected)
- Pictures taken of each team with their team poster.

Closure and Reflection

- What did you like best about Sport Education?
- What skills did you enjoy learning the most?
- What do you think the team with the most total points did in order to be successful?
- What would you like to change about the Sport Education Basketball season?
SPORT EDUCATION PICKLEBALL SURVEY

Playing Experience

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm off to Olympics</td>
<td>Certainly &quot;elite&quot;</td>
<td>Count on me!</td>
<td>Backyard at best</td>
<td>Mentor me, Please...</td>
</tr>
</tbody>
</table>

Fair-play

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A positive &amp; supportive team player</td>
<td>Cooperate well</td>
<td>Count on me!</td>
<td>&quot;I'll do&quot;</td>
<td>Can be pushy</td>
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</tbody>
</table>

Winning

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
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<th>5</th>
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</thead>
<tbody>
<tr>
<td>Festivity, Important striving toward</td>
<td>Worth the Effort</td>
<td>Part of the game &amp; important</td>
<td>Should be focus of participation</td>
<td>Only thing that counts</td>
</tr>
</tbody>
</table>
Team Name ____________________________

Team Color(s) __________________________

Team Uniform __________________________

Team Mascot __________________________

Team Goal ____________________________
Roles

________________________    Captain

________________________    Coach

________________________    Publicist

________________________    Head Official

________________________    Head Statistician

Team Chant, Cheer, Rap, or Song
SPORT EDUCATION PICKLEBALL SEASON

Team Roles & Responsibilities

Sport Education Roles

Participant

Everyone participates
Everyone shares in team responsibilities
Everyone is a manager

Captain

Selects teams based on survey and game performance
Facilitates selection of team name and color, mascot, cheer/rap/chant
Facilitates role selection and understanding of responsibilities
Hustles team when transitioning

Coach

Ensures team completes practice tasks as assigned
Provides coaching individually with every team member as needed
Leads team in scouting for competition
Ensures that team members are supportive with one another
Obtains ice if an injury occurs

Publicist

Facilitates development of team poster
Verbally shares an exciting "tidbit" on the team to close the season
Presents season awards
Head Official
- Reviews the "need to know" rules for class competitions
- Reviews score sheets and how to use them
- Reports the team scores following competition

Head Statistician
- Reviews Game Performance Assessment Tool (GPAI) with team following full class demonstration
- Facilitates collection of data using the GPAI during competition
PICKLEBALL POINT EARNING SYSTEM

TEAM

Ready for Day

One point for entire team in team uniform

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

Fair play

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

Competition

Winning team receives two points

Tying teams each receive one point

Team winning Jeopardy receives two points

INDIVIDUAL

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

Role Responsibilities

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

Team Player

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

On Task

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

OUR "NEED to KNOW" RULES of PICKLEBALL

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

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

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

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

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

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

The server continues to serve until the server faults. On occasion during scrimmages we will alternate serves on every point.

Due to limited class time, the winner will be determined by whoever is ahead after a predetermined amount of time.
A ball bouncing on any of the boundary lines is considered in play.
PICKLEBALL FLIGHTS

TEAM _______________________

Flight 1 ____________________

Flight 2 ____________________

Flight 3 ____________________

Flight 4 ____________________

Flight 5 ____________________

Flight 6 ____________________
PICKLEBALL 1 vs 1 TOURNAMENT

Competition will take place within flights.

All teams will compete against all others within each flight

A record of the number of points each team scores across all flights will determine the winning team

Games will last four minutes. A team need only win by one point.

**Competition**

Winning team receives two points

Tying teams each receive one point

**Fair play**

Following each game, individual players may award their opponent up to two points for fair play. (Please award 2 points only for players demonstrating exceptional fair play behavior.)

---Round I

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

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

Score Sheet

Flight __________

Team  _______ _______ _______ _______ _______

Player  _______ _______ _______ _______ _______

Game 1  _____  _____  _____  _____  _____  _____
Game 2 _____  _____  _____  _____  _____  _____
Game 3 _____  _____  _____  _____  _____  _____
Game 4 _____  _____  _____  _____  _____  _____
Game 5 _____  _____  _____  _____  _____  _____
Game 6 _____  _____  _____  _____  _____  _____

Total  _____  _____  _____  _____  _____  _____
### PICKLEBALL 1 vs 1 TOURNAMENT

#### Score Sheet

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<thead>
<tr>
<th>Flight</th>
<th>Team</th>
<th>Player</th>
<th>Game 1</th>
<th>Game 2</th>
<th>Game 3</th>
<th>Game 4</th>
<th>Game 5</th>
<th>Game 6</th>
<th>Total</th>
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## TEAM STANDINGS FOR PICKLEBALL

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<th>Team</th>
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<tr>
<td>Flight 6</td>
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<tr>
<th>Sub Total</th>
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<tr>
<th>Fairplay</th>
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<tbody>
<tr>
<td>Points</td>
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</tbody>
</table>

| Total        |   |   |   |   |   |   |

| 1st Place    |   |   |   |   |   |   |
2nd Place

3rd Place

4th Place

5th Place

6th Place
SCOUTING THE PICKLEBALL COMPETITION

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

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

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

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

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

Flight __________

<table>
<thead>
<tr>
<th>Player / Team</th>
<th>Drive</th>
<th>Lob</th>
<th>Volley</th>
<th>Serve</th>
<th>Drop Shot</th>
<th>Smash</th>
<th>Service</th>
<th>Return</th>
<th>Rule Violation</th>
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</thead>
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</tbody>
</table>
Collect game statistics data for all or selected skills. Determine if the skill was performed successfully (S) or unsuccessfully (US) and note it in the column for the demonstrated skill.

**FLIGHT _______**

<table>
<thead>
<tr>
<th></th>
<th>SKILLS DEMONSTRATED</th>
<th>ERRORS</th>
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</thead>
<tbody>
<tr>
<td>Player</td>
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<tr>
<td></td>
<td>Forehand Drive</td>
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<td></td>
<td>Backhand Drive</td>
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<tr>
<td></td>
<td>Lob</td>
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<tr>
<td></td>
<td>Volley</td>
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<td></td>
<td>Drop Shot</td>
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<td>Return</td>
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<td>Rule Violation</td>
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</tbody>
</table>
Game Performance Assessment Instrument

PICKLEBALL

Team ____________ Flight ____________ Player ____________

Observation Dates  a) ________ b) ________ c) ________d) ________

Components & Criteria

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

Recording Procedures

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

<table>
<thead>
<tr>
<th>NAME</th>
<th>Skill Execution</th>
<th>Decision Making</th>
<th>Base</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>E</td>
<td>A</td>
<td>A</td>
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<tr>
<td></td>
<td>IE</td>
<td>IA</td>
<td>IA</td>
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</tbody>
</table>
Sport Education

100 The six major characteristics of sport compared to physical education sport are...
   Seasons
   Affiliation
   Formal Competition
   Keeping Records
   Festivity
   Culminating Event

200 Competition has three central meanings
   Festival
   Competence
   Rivalry

300 Three ways in which Sport Education differs from youth sport, interschool sport,
   and institutional sport.
   Sport Education...
   Demands full participation for all
   Forms of sport must be developmentally matched to the experience and
   ability of students
   Students learn roles beyond that of a participant
Pickleball

100 Pickleball might best be considered a game of
   a) power
   b) strength & speed
   c) finesse & tactics
   d) speed & placement

200 To have an aggressive offense, you must have a net game that develops around which shot? (Hint: not the smash)
   Volley

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

You Make the Call

100 Dave serves the ball, Jon returns it with a volley
   Point for Dave

200 Mandy executes a strong shot before the ball bounces, stepping into the non-volley in her follow-through
   Side out if Mandy was the server or point for Mandy’s opponent
300  Stacey toss serves to Tyler, an exciting rally is going when Tyler’s shot bounces just beyond the sideline; however, Stacey returns it out of bounds beyond the baseline.

Point for Stacey

Odds & Ends

100  The three sections of your reflection assignment include
    Description
    Justification
    Critique

200  Self assessment of your active participation level demonstrates your level of Responsibility

300  What was the most important message we gained from the Lessons Learned from Skateboarders article?
    "your call"
Team Points

Dressing in uniform
Warming up on team court when class begins
Displaying fair play daily
Demonstrating team support daily

Performance Points

Team with most cumulative points in individual tournament

Player who consistently makes appropriate decisions on shot placement

Player who consistently performs appropriate technique on shots
Player who consistently returns to base position between shots

Player who provides the most encouragement to opponents

Team with Most Hustle

Team with Most Spirit

Others you would like to see …