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| Class/Grade/Period | Lesson Focus: Pickleball Lesson Number: 2 Date: 2/21/19 |
| # of students: 16 | Safety considerations:  Ensure that students are wearing the proper shoes. Ensure the gym floor is free of liabilities. Ensure that students are respecting the equipment and their classmates. |
| Context of teaching: Students will expand their knowledge for the game of Pickleball | |
| Equipment/Materials: Primary teaching model or method: Direct  Pickleball net, whiffle balls, Pickleball paddles, polly spots, cones, stereo, ihpone, or tablet | |
| Objectives: (What will your students know and be able to do by the end of the lesson?) (3.c and 3.b)  **The student will be able to: (SWAT)**  Psychomotor: Students will be able to properly perform the set of skills to serve, volley, dink, forehand, and backhand with 80% proficiency as observed by the teacher.  Cognitive: Students will be able to understand the rules and regulations of Pickleball with 80% proficiency as assessed by the instructor throughout the drills and stations.  Affective: Students will be able to respond to positive feedback towards teammate and their opponents by showing good sportsmanship 100% of the time. | |
| Summative assessment of one objective (5.a, 5.b):  Checklist of critical elements for the set skills to serve, volley, dink, forehand, and backhand. | |

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| How are you teaching biomechanics in this lesson? (1.c) | How are you teaching physiology in this lesson? (1.c) | What motor learning technique are you using in this lesson? (1.d) | What aspects of motor development are addressed in this lesson? (1.e) | What forms of communication are you including? (Task sheets, visuals, etc.) (4.a) |
| -Apply forces in the direction you want an object to travel.  -Select appropriate velocity of release, and height of release to produce the desired result | Aerobic performance is determined by how much oxygen the cardiovascular system can transport to the working muscles and how efficiently those muscles can utilize the oxygen | Principle of  Whole-Part  Learning: the  complexity of the  skill to be learned  and the leaner's  ability determine  whether it is more  efficient to teach  the whole skil or  break the skill into  component parts. | Stage 4: During  adolescence,  children  continue  develop  general and  specific motor  skills and  master  specialized  movements. At  this point,  factors  including  practice,  motivation, and  talent being to  affect the level  of further  development. | Verbal  Communication: It  utilizes the spoken  word, either face-  to-face or  remotely. Verbal  communication is  essential to most  interactions |

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| **National Content Standards (SHAPE, 2017) The physically literate individual**   1. Demonstrates competency in a variety of motor skills and movement patterns. 2. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. 3. Demonstrates knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. 4. Exhibits responsible personal and social behavior that respects self and others. 5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction | **Virginia Standards of Learning (2015)**   1. Demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities. **(Motor Skill Development)** 2. Apply knowledge of the structures and functions of the body and how they relate to and are affected by human movement to learning and developing motor skills and specialized movement forms. **(Anatomical Basis of Movement)** 3. Achieve and maintain a health-enhancing level of personal fitness. **(Fitness Planning)** 4. Demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives. **(Social Development)** 5. Explain the importance of energy balance and nutritional needs of the body to maintain optimal health and prevent chronic disease. **(Energy Balance)** |
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| **Time** | **Learning Activities/Tasks/Transition** | **Organization** | **Skill & Behavior Cues (extensions (3.c), refinements (3.b) applications)** | **Assessment – 5.b** |
| 1 min | Anticipatory set:  “What I’m going to do”  “What I am going to learn”  “How am I going to be a good citizen”  Today we will be learning the various skills that are associated with with pickleballs through drills and stations.  You will develop an understanding of the rules of pickleballs, etiquette, and the critical elements of pickleball skills.  Together, we will show respect to our classmates, the equipment, and rules to pickleball.  Throughout the lesson, we will be using the Hudle Technique app on our phone or tablet to compare our technique to top-flight performances. |  | Cues (1.c, 4.b): N/A  Extensions (3.c): N/A  Applications: N/A | N/A |
| 5 min | Paddle skills:  Proper grip:  grip the paddle like you are shaking someone’s hand.  Hitting ball in air, catching it with paddle, hitting the ball with paddle consecutively.  \*All of this will be recorded on the Hudle Technique app to allow students to watch their own performance in slow motion, from different angles, and in comparison, to top-flight performances\* | T  S S  S S  S S  S S  T  S S  S S  S S  S S  T | Cues (1.c, 4.b): Whistle, eyes on target, strike, follow through, recover (return to ready position).  Extensions (3.c): Student can flip the paddle once they hit it and ball is in the air to further challenge their abilities.  Applications: Skills taught and practiced today will be applied to the “skill stations” later in class, the “gauntlet challenge” next class, and pickleball gameplay later in the unit. | Teacher(s) will walk around the class and provide positive feedback to students. |
| 10 min | Pickleball skills  Students will form partners by getting toe-to-toe with a classmate(s). The students will line up across from one another (preferably one on each side of the net, but due to limited nets some may be off to the side) and perform the following skills after the instructor(s) have demonstrated them.  Forehand: Students will practice hitting the ball forehand and their goal is to return it over the net.  Backhand:  Students will practice hitting the ball backhand and their goal is to hit it over the net.  \*All of this will be recorded on the Hudle Technique app to allow students to watch their own performance in slow motion, from different angles, and in comparison, to top-flight performances\* | T  S S  S S  S S  S S  T  S S  S S  S S  S S  T | Cues (1.c, 4.b): Whistle, eyes on target, strike, follow through, recover (return to ready position).  Extensions (3.c):  Hit the ball with paddle, with ball in mid-air, rotate paddle and hit it.  See how many times this can be completed.  Applications  Skills taught and practiced today will be applied to the “skill stations” later in class, the “gauntlet challenge” next class, and pickleball gameplay later in the unit. | Teacher(s) will walk around the class and provide positive feedback to students. |
| 10 min | Pickleball Skills cont.  Volley: Following teacher demonstration of the volley with critical elements and cues of the skill, students will partner up, one on each side of the net, and should volley with each other and keep the volley going without the ball hitting the ground. This will increase their ability to volley.  Dink: After volleying, the same partners will now practice their dink skills following teacher demonstration of the “dink” with critical elements and cues of the skill. One partner will hit the ball into the non-volley zone, the ball will bounce, and the partner will return the ball into the non-volley zone. The partners will see how many dinks they can perform consecutively.  Serve: Following teacher demonstration of the serve with critical elements and cues of the skill, students will partner up and serve to one another. The students will practice serving to the correct court. This will provide them an opportunity to improve their serving skills. Once the partner serves to the other, they will catch the ball, and serve it back.  \*All of this will be recorded on the Hudle Technique app to allow students to watch their own performance in slow motion, from different angles, and in comparison, to top-flight performances\* | T  S S  S S  S S  S S  T  S S  S S  S S  S S  T | Cues (1.c, 4.b): Whistle, eyes on target, strike, follow through, recover (return to ready position).  Extensions (3.c): Students can count how many consecutive hits/ correct serves they have with their partner to challenge them.  Applications: Skills taught and practiced today will be applied to the “skill stations” later in class, the “gauntlet challenge” next class, and pickleball gameplay later in the unit. | Teacher(s) will walk around the class and provide positive feedback to students. |
| 15 min | Pickleball Skills stations (5)  The eight groups of partners will be assigned to five stations by the teacher, three stations having four students while the other two stations have two students. Students will practice the skills at each station for 3 minutes and rotate on the teachers command via the whistle (5 stations X 3 minutes= 15 minutes total).  Forehand: Students will practice forehand skill with a partner. Goal is to use critical elements, cues and to continue practicing.  Backhand: Students will practice backhand skill with a partner. Goal is to use critical elements, cues and to continue practicing.  Serve: Students will practice the serve skill with a partner. Goal is to use critical elements, cues and to continue practicing.  Volley: Students will practice the volley skill with a partner. Goal is to use critical elements, cues and to continue practicing.  Dink: Students will practice the dink skill with a partner. Goal is to use critical elements, cues and to continue practicing.  \*All of this will be recorded on the Hudle Technique app to allow students to watch their own performance in slow motion, from different angles, and in comparison, to top-flight performances\* | F  SS  SS  B  SS  SS  Serve  SS  SS  V  SS  D  SS | Cues (1.c, 4.b): Whistle, eyes on target, strike, follow through, recover (return to ready position).  Extensions (3.c): Depending on difficulty of skill for each group, students can increase or decrease the length of the drill to give them more of a challenge or to boost their confidence/focus on technique.  Applications: Skills taught and practiced today will be applied to the “skill stations” later in class, the “gauntlet challenge” next class, and pickleball gameplay later in the unit. | Teacher(s) will walk around the class and provide positive feedback to students. |
| 3 min | Closure: Teacher(s) will ask the students to list the pickleball skills they learned today (forehand, backhand, serve, volley, and dink). Once the skills have been listed, students will then be asked to name critical elements and cues of each skill. The teacher(s)will thank students for their participation in the class today and tell them to have a good day. | S  S  S  S T  S T  S T  S  S  S  S | Summative assessment:  The teacher(s) will verbally ask the students to answer questions based off of today’s lesson (skills: critical elements and cues). |  |