



# Impacting Student Learning in Pickleball -A day

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## Context & Learning Goals

Our students at a local middle school consisted of 18 7<sup>th</sup> and 8<sup>th</sup> graders, none of which had any disabilities. These students had no experience with pickleball which gave us the opportunity to introduce new skills to them. For our equipment, we had plenty of paddles, balls, and nets for all of our students to use.

1. Our psychomotor learning goal was that our students would be able to demonstrate the components of the forehand stroke during activities 75% of the time. Virginia Physical Education SOL 7.1b pertains to this goal. Students would be able to use appropriate speed, force, and form to get the ball over the net to their opponent. NASPE Standards 1 and 2 aligns with the students understanding the motor skills taught as well as the movement patterns of the forehand stroke.
2. Our cognitive learning goal was that our students would be able to demonstrate knowledge of the sport and its rules by completing the quiz and scoring at least a 75%. VA Physical Education SOL 7.2d relates to this goal. NASPE Standard 2 aligns with this learning goal. The written test demonstrates students were able to understand the basic rules and strategies of the game of pickleball.

## Assessment Information

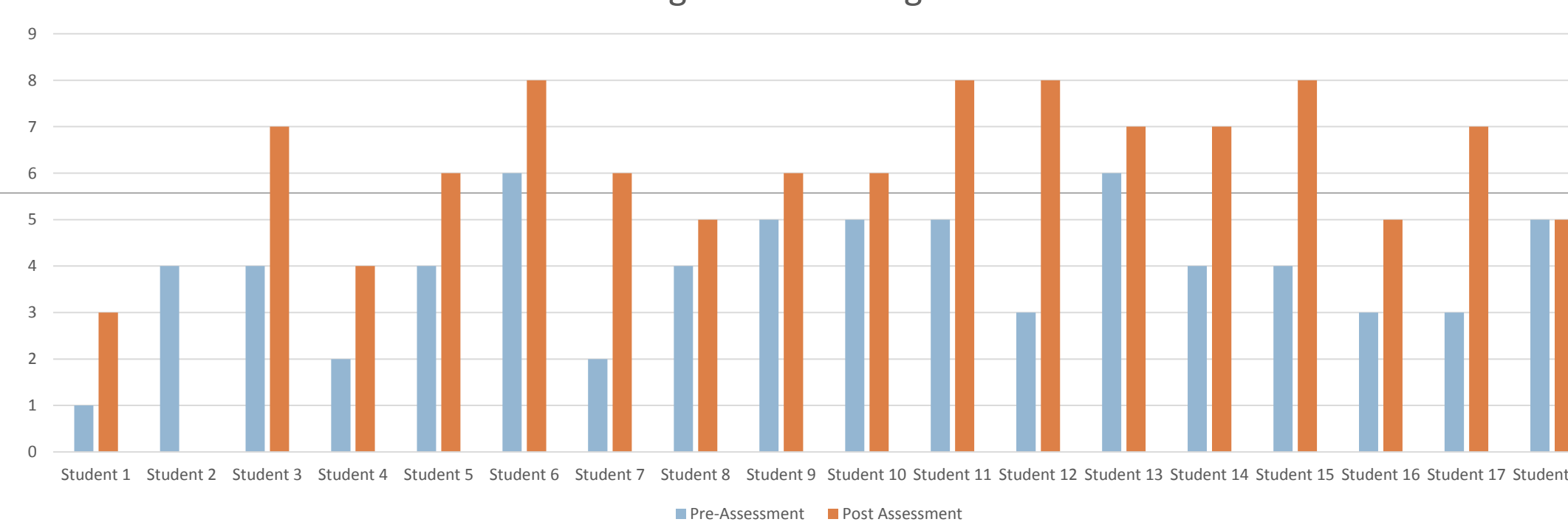
1. TSWBAT demonstrate the components of the forehand stroke during activities 75% of the time. Students may demonstrate the skill by either standing closer together or farther apart from one another. They may also use a bigger ball and paddle if needed.
2. Students will be able to demonstrate knowledge of the techniques and rules of pickleball by completing the quiz and scoring at least 75%. Instructions may be or can be read aloud if needed.

## Teacher Work Sample

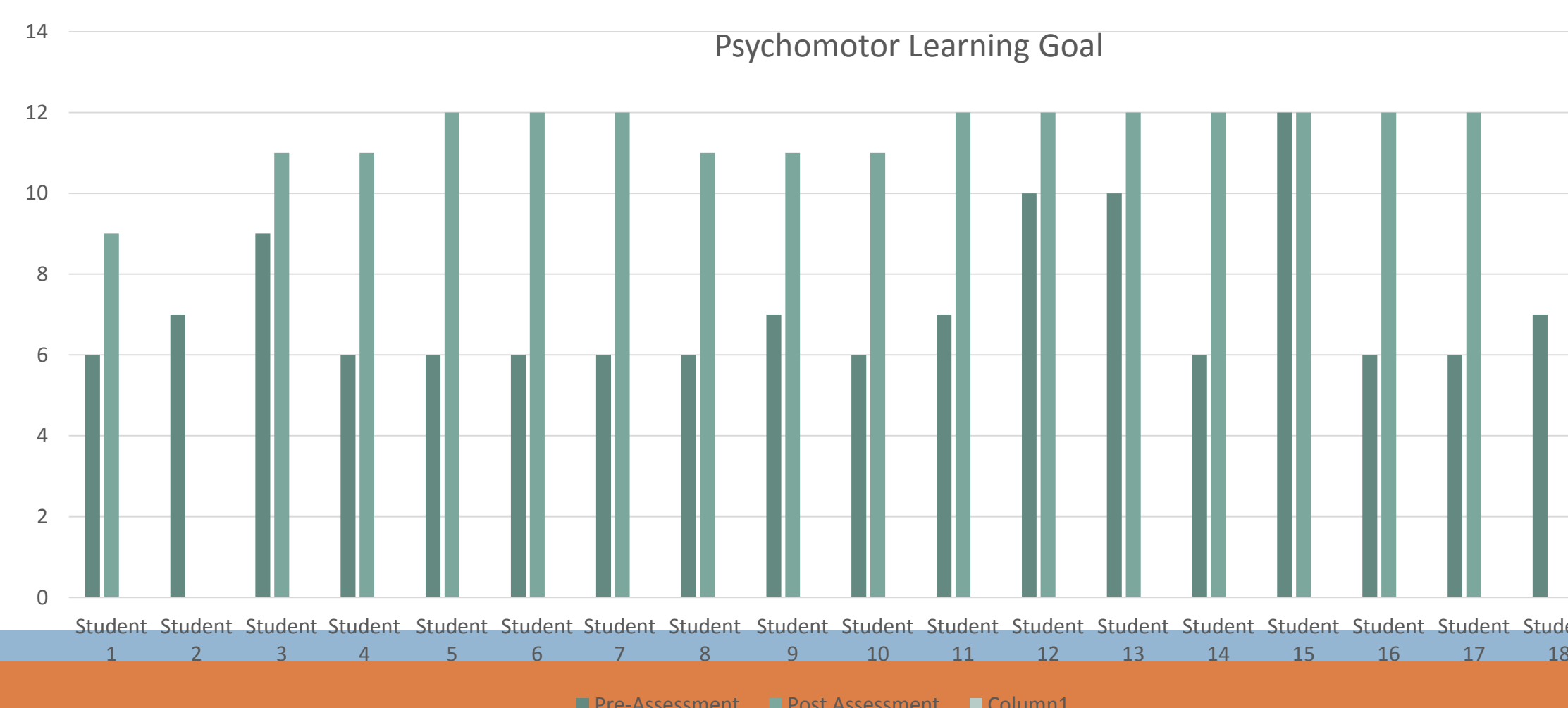
This project was completed utilizing the Teacher Work Sample format. A Teacher Work Sample is a process that enables teacher candidates to demonstrate teaching performances directly related to the implementation of a standards-based instructional unit by planning, instructing and assessing P-12 student learning



Cognitive Learning Goal



Psychomotor Learning Goal



## Design for Instruction

### Week 1

Cognitive/psychomotor pre-assessment (day 1)  
Taps to help learn control and force of ball and paddle  
Learning Goal 1

Volley/ forehand bounce hit in pairs-Learning Goal 1

### Week2

Court set up discussed- Learning Goal 2

Over the net activities (Volley, bounce hit, and cross court serving) Learning Goals 1 & 2

Peer assessment to check for cues- Learning Goal 1

### Week 3

Game rules/scoring – Goals 1&2

Began game play- Learning Goals 1 & 2

## Analysis of Data

Goal 1 Psychomotor consists of a student hitting the ball to a partner using proper form. The correct form requires a hammer grip, sideways ordination/stepping in opposition, contact with ball at hip height and follow through. Our goal was to have students to use proper form 75% of the time. In our pre-assessment we had only three students who met the 75% goal. For our post assessment though, we had all 18 students reaching the goal. Our post testing confirmed that the entire class had improved or stayed the same. A P-value of 0.0001 was obtained.

Goal 2 Cognitive consists of an eight question quiz. Our goal was to have students earn at least 75 % (six out of eight correct) on the assessment. For our pre-assessment, 2 out of 18 students scored at least a six out of eight. Post assessment 12 of our 18 students scored a six out of eight. Of the six students that did not attain, four were only off by one point. Our post test confirmed that the students improved. A P value of less than 0.0001 was obtained.

## Resources

[http://www.doe.virginia.gov/testing/sol/standards\\_docs/physical\\_education/index.shtml](http://www.doe.virginia.gov/testing/sol/standards_docs/physical_education/index.shtml)  
<http://www.shapeamerica.org/standards/pe/>