

LESSON 11: PICKLEBALL TRANSFER

Grade-Level Outcomes

Primary Outcomes

Lifetime activities: Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). (S1.H1.L1)

Physical activity knowledge: Evaluates—according to their benefits, social support network and participation requirements—activities that can be pursued in the local environment. (S3.H4.L1)

Embedded Outcome

Physical activity knowledge: Analyzes the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings. (S3.H5.L2)

Lesson Objectives

The learner will:

- identify various muscle groups and execute stretches specific to those muscles.
- use striking skills and racket strategies to engage in a pickleball tournament.
- relate the newly introduced game of pickleball to the sport of tennis.
- evaluate local participation opportunities.

Equipment and Materials

- Pickleball paddles
- Various balls to provide choice
- Tape to mark off the court

Introduction

Welcome to pickleball! As you know, I like to emphasize the relationship between activities sharing similar traits and characteristics. Today, you will warm up by playing a game of stretch zipper tag, then I will explain the format of the pickleball tournament and you will get right into your games. As you are playing, think about the way the tournament is structured and where it has similarities to tennis. Does anyone have any questions? Let's have a great day!

Instructional Task: Stretch Zipper Tag

■ PRACTICE TASK

Students play zipper tag in two or three groups. Every time you yell “stretch” and call out a muscle group, students will begin stretching that muscle on their own, either dynamically or statically. You then yell “set,” indicating students should return to their previous positions if they relocated during stretching. Finally, yell “go,” which is the indicator to resume play.

Student Choices/Differentiation

Students may create their own groups.

What to Look For

- Students remember the names of the various muscle groups.
- Students are selecting an appropriate way to stretch the muscle groups.

Instructional Task: Pickleball Tournament

■ PRACTICE TASK

Give an overview of pickleball rules. In their regular organization teams, students play out an entire double elimination pickleball tournament. When teams are eliminated, they enter into the competition bracket and continue to play. Winning teams continue through the championship bracket.

Guiding questions for students:

- Which tennis skills and strategies could you transfer to pickleball?
- How did the length of the racket affect your skills?
- What are the differences between a single elimination tournament and a double elimination tournament?
- What are the advantages of a double elimination tournament?

Refinement

Select a shot to focus on and award an extra point for successful execution.

Student Choices/Differentiation

- Students choose their equipment and possibly their opponents, if they end up in the competition bracket.
- Managing both brackets can be tricky, especially in terms of maximizing participation. If this is the case, allowing students to play one on one while they are awaiting an opponent, or simply allowing them to choose who they want to play and when, could be helpful.

What to Look For

- Students can relate pickleball to tennis.
- Students are returning home.
- Students are making their opponents move.
- Students are communicating and organizing their attack as a team.

Instructional Task: Local Opportunities

■ PRACTICE TASK

In their organizations, students explore through discussion or searching the web where they can participate in racket activities locally. Ask them to include costs and any participation requirements. Groups compile a list to share with the class.

EMBEDDED OUTCOME: S3.H5.1.2. Use the list as a focal point to discuss factors that affect your ability to take advantage of these opportunities in college and career settings.

Student Choices/Differentiation

- Students may volunteer to share with the whole class.
- Students may choose to report verbally or use poster paper to make a list.

What to Look For

- All students are contributing.
 - Students are able to anticipate barriers to physical activity participation as they get older.
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Formal and Informal Assessments

- Teacher observation of muscle groups and corresponding stretches
- Team brochures (award points)

Closure

- Let's give our general managers some help and provide some feedback on what you liked, and what you did not like, about today's tournament.
- Who can talk a little bit about the similarities and differences between pickleball and tennis?
- Which game do you enjoy playing more and why?

Reflection

- Were students able to transfer skills over from tennis to pickleball?
- Now that the roles are starting to hand in their assignments and take care of all their responsibilities, are the roles even in terms of workload?
- How do I want to frame the nutrition lesson for next class?

Homework

- Everyone: Bring in your Fooducate data to the next class.
- Scouts: Be prepared to give your team a lesson on the history of tennis next class. Each lesson must include 10 facts regarding the sport of tennis. (Discuss the historical and cultural impacts the game of tennis has had on society.)
- Fitness trainers: Bring your strength-training routine to class for my review. If you have not done so already, do not forget to research the high-intensity interval training model as well as any other forms of training you think could be appropriate for tennis.

Resources

Siedentop, D., Hastie, P., van der Mars, H. (2011). *Complete guide to sport education*. 2nd ed. Champaign, IL: Human Kinetics.

Teach PE: www.TeachPE.com

United States Tennis Association: www.usta.com

Sport Fitness Advisor: www.sport-fitness-advisor.com