

LESSON 7: SHOT SELECTION

Grade-Level Outcomes

Primary Outcome

Using tactics & shots: Selects offensive shot based on opponent's location (hit where opponent is not). (S2.M8.7)

Embedded Outcome

Rules & etiquette: Applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters. (S4.M6.8)

Lesson Objectives

The learner will select and implement a shot based on the location of the opponent in order to hit the ball into open space.

Equipment and Materials

- Enough rackets for each player
- 1 ball for every group of 2
- Enough grids and spacing for each group
- 1 court for every 3 teams

Introduction

Today, we will focus on shot selection during singles and doubles. Using the correct shots not only will help win the point but also will help save energy. The goal is to make the opponent move a lot, causing tiredness and incorrect form, while you move minimally, saving energy and giving you a better chance for a full movement pattern when you swing.

Instructional Task: Shot Selection Drill

■ PRACTICE TASK

The purpose of this task is to use the best stroke and spin in order to make the ball difficult to return. Teach how each type of shot should be used in singles and doubles play to increase the chance of winning the point.

In grids, students work together to practice ball placement from a serve or returned hit.

The student receiving the serve tries to direct her shot away from the server using any of the strokes or spins learned.

On one half of the court, place a marker or tape near the baseline, near the center line, and near the sideline. Form groups of four, with two players on each baseline. The first player on the marked side of the court (defense) hits the ball over the net and moves from home to one of the markers. The first player on the offensive side chooses a shot based on the opponent's location. The player calls out the shot (down the line, cross-court, or dink or drop) and tries to execute it. Players return to the end of their lines. After 3 minutes, switch sides.

Extension

Add a marker in the no-volley zone, and have players try to pass the net player.

Guiding questions for students:

- What's the best location for your shot if your opponent is pulled wide?
- What if the opponent is too deep?
- Too close to the net?

After each return, students should ask themselves if the shot was good and why.

If not, what should be done differently next time? Students can place these answers in a notebook to study at a later date.

Student Choices/Differentiation

- Execute at half speed or walk through the shot selection if students have trouble recognizing the open spaces.
- Provide videos, pictures, and diagrams to help students understand.

What to Look For

- Students recognize the open space.
- Students are looking to see where the opponent is before hitting.
- Students have enough control on their shots to be accurate when they do see the spaces.

Instructional Task: Doubles

■ PRACTICE TASK

At each court, one team officiates and the other two play doubles. Students implement the skills, strategies, and tactics they've learned. These will be assessed during the next class period.

Refinement

Stop all students to demonstrate and discuss any rules, skills, or strategies that are being continually performed incorrectly as a class to help with any skills or written assessments.

EMBEDDED OUTCOME: S4.M6.8. Discuss with students the importance of officiating. As officials, make sure students understand the rules and hold each other to them.

Student Choices/Differentiation

If students are struggling, give them the opportunity to practice any of the practice tasks taught in this module off the court.

What to Look For

- Students are performing the critical elements for the serve, forehand, and backhand correctly.
- Students are demonstrating knowledge and understanding of the rules and holding both teams to them while they play.

Instructional Task: Written Strategy

■ PRACTICE TASK

Show videos and describe the different doubles strategy positions (up and back, side by side, etc.). Now that students have seen and had time to practice some of the strategies, they work together on a written plan for attacking or defending.

To help students with strategy using shot selection, create a handout of practice problems. Practice problems can include fill-in-the-blank questions with missing shots in the sequence, and diagrams showing where players are on the court, asking what shots they should make.

Extension

Students create their own practice problems and share them with friends (who then write how to defend against the plans).

Guiding questions for students:

- How will this strategy help you attack on offense?
- Why do you believe this will be effective?
- Why do you believe this strategy will help you on defense?

Student Choices/Differentiation

Provide options for offense or defense, and have students choose one and explain verbally why they think they will be effective.

What to Look For

- Students have enough understanding of the game to make strategies.
 - Students know offense well enough to make and explain strategies.
 - Students know what they can do to help themselves on defense both in positioning and returns.
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Formal and Informal Assessments

Create a written plan for attacking or defending in pickleball.

Closure

- Gather students around to discuss what was observed and to review one last time the correct technique for the forehand, backhand, and serve.
- Review the rules, providing examples of what was observed for correct or incorrect officiating.

Reflection

- Are students able to apply the proper technique and appropriate spins to get the ball into open spaces?
- How are students doing officiating and keeping score during the games?

Homework

Practice the forehand, backhand, and serve, which will be assessed during game play during our next class.

Refer students to the school's physical education website to review the assessments.

Encourage students to study for the pickleball cognitive test.

Resources

Curtis, J. (1998). *Pickle-ball for player & teacher*. Boston: Brooks/Cole Cengage Learning.

Dougherty, N.J. (Ed.) (2010). *Physical activity & sport for the secondary school student*. 6th ed. Reston, VA: National Association for Sport and Physical Education.

Pickleball Channel: www.pickleballchannel.com

USA Pickleball Association: www.usapa.org

Internet keyword search: "offensive strategies in pickleball," "defensive strategies in pickleball," "proper shot selection in pickleball"