

LESSON 6: DOUBLES

Grade-Level Outcomes

Primary Outcomes

- Volley:** Forehand- and backhand-volleys with a mature form and control using a short-handled implement. (S1.M16.7)
- Serving:** Executes consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/wall games such as badminton, volleyball or pickleball. (S1.M12.7)
- Challenge:** Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback and/or modifying the tasks. (S5.M3.6)

Embedded Outcome

- Accepting feedback:** Provides corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills. (S4.M3.7)

Lesson Objectives

The learner will:

- demonstrate the ability to serve for accuracy, hitting a variety of targets.
- volley with a mature form with a partner.
- reflect on his performance in a successful way during the doubles play.

Equipment and Materials

- 1 paddle for each student
- 1 ball per 2 people
- 1 recording device for every 2 to 4 students
- 1 court for each group

Introduction

In the previous class, we played kings of the court. What did you learn from doing this that might help during doubles game play today? How important is it to be able to serve? Today, we will spend the first part of class working on the serve and the remainder of the lesson on doubles. You'll also have an opportunity to video-assess your skills during the doubles play. Between games, you will watch the first 3 minutes and note what you did well with regard to skill and positioning, and what you will need to adjust.

Instructional Task: Serving for Accuracy

■ PRACTICE TASK

In grids, students practice serving using correct technique and focusing on hitting specific marks on the court. Each mark is worth a certain number of points. The larger the marker, the fewer the points.

Extension

After practicing this for a while, students create teams and play against each other by adding up points or individually.

Refinement

Students should be practicing using the proper movement pattern. Make sure that students are not sacrificing form for accuracy.

Student Choices/Differentiation

- Students may choose what target they want to hit.
- Students may move up to serve, if they need to.

What to Look For

- Students are using correct technique and applying the critical elements for serving.
- Students are serving accurately.

Instructional Task: Volleying**■ PRACTICE TASK**

In grids, students practice volleying skills.

Starting 4 to 6 feet (1.2 to 1.8 m) apart, students practice hitting the ball back and forth without letting it touch the ground.

Have students begin by volleying to a partner for a set time. If students hit a ball that makes the partner move 2 to 3 feet (0.6 to 0.9 m), stop the drill and start over (for safety reasons).

Students can use forehand, backhand, or both during this task.

Extensions

- If students are having success, they can start 2 feet (0.6 m) closer or farther away.
- Repeat with students attempting to volley to an open space.

Refinement

Make sure that students are in an athletic stance to start and after each hit.

Guiding questions for students:

- When would you use the skill of volleying?
- What strategy (offensive or defensive) would this skill fit into?

Student Choices/Differentiation

- Students may choose distance to start.
- Students may use different-sized equipment (balloon, yarn or tennis ball, etc.).

What to Look For

- Students are using critical elements of the forehand and backhand volley.
- Students are moving back to home position.

**Instructional Task:
Doubles Game Play and Peer Recording****■ PRACTICE TASK**

During the doubles game, three teams are at each court. Two teams playing apply the skills and rules, while the other team is recording the game and helping to officiate.

Games are played for 10 minutes. Teams rotate on the court.

Guiding questions for students:

- How are the rules different for singles and doubles?
- Why is communication important in doubles?

Student Choices/Differentiation

- Game rules may be modified on an individual or class basis, if needed.
- Modifications may include letting the ball bounce twice.
- Moving up the server or allowing the serve to be played from anywhere as long as it clears the net are other options.

What to Look For

- The team not playing is recording the teams that are playing.
- Students are working together so all students are able to be recorded.
- Students are holding each other accountable for implementing the rules correctly.
- Students' placement on the court is allowing them to perform the skills that they have learned and practiced.

Instructional Task: Students View Video

■ PRACTICE TASK

Students have a chance to view their videos from doubles play. While watching their videos, students reflect on the following:

- Is their footwork and positioning correct?
- Are they making efficient movements toward the ball?
- Are they putting themselves in a tactical position on defense to be able to cover their area and make an offensive shot?
- Are they recognizing the open spaces and trying to put their shots there?
- Are they taking more steps than needed?
- Are they able to return to their defensive positions in one or two steps?

EMBEDDED OUTCOME: S4.M3.7 Teach students to provide corrective feedback using teacher-generated guidelines to their peers while reviewing their videos. Choose any of the previous questions, and have students offer feedback to a peer.

Student Choices/Differentiation

- Show an example from a previous class on the proper way to reflect.
- Provide critical elements for students to use while evaluating technique, and provide examples of what feedback should sound like in order to be appropriate and meaningful.

What to Look For

- Students are noticing what they are doing incorrectly and are attempting to change what they are doing.
- Students are helping classmates by providing corrective feedback based on the cues and encouraging them by letting them know what they are doing well.

Formal and Informal Assessments

Written reflection of teacher-generated questions for their play during doubles

Closure

Using student recordings, select a couple of groups to show and discuss what they talked about and learned while watching themselves.

Reflection

- How was the skill of students?
- Does it seem like they know how to play and the rules?
- After reviewing students' corrective feedback, does it appear students know if the skills are being performed correctly?
- How did students do with the peer review?

Homework

Review rules for singles and doubles of pickleball. Keep practicing the skills at home.

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: "doubles in pickleball"