

LESSON 5: RULES, MODIFIED GAME PLAY, AND FITNESS

Grade-Level Outcomes

Primary Outcomes

Using tactics & shots: Reduces offensive options for opponents by returning to mid-court position. (S2.M8.6)

Forehand & backhand: Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games such as paddle ball, pickleball or short-handled racket tennis. (S1.M14.6)

Embedded Outcomes

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)

Fitness knowledge: Identifies the components of skill-related fitness. (S3.M7. 6)

Lesson Objectives

The learner will:

- demonstrate the ability to use the forehand, backhand, and footwork while playing four square.
- apply the rules of pickleball during match play.

Equipment and Materials

- Whiteboard or like item for rules
- Device to project video of pickleball to discuss rules
- Paddles for each student
- 2 balls per court, with extra easily available
- 1 court for 3 teams

Introduction

For homework, you were to review the rules of pickleball. Today, we will review the rules and play a couple of modified games of pickleball. We also will discuss the role that pickleball can play in our overall health. Does anyone have any general questions before we go over the rules?

Instructional Task: Rules Discussion

■ PRACTICE TASK

Students gather around the whiteboard to discuss the rules. Be sure to cover the following:

- Court lines and boundaries
- Serving
- Scoring
- Etiquette

Extension

Show video clips of pickleball games that demonstrate each rule.

Guiding questions for students:

Individual questions:

- Where are the players in the video clip serving?
- Where did the ball go when it was served? Was this a legal serve? Why or why not?
- How is the game scored?
- Who served after the point was scored?

Partner questions:

- With your partner, discuss what happened when the ball landed on the line.
- How does the serve rotate between partners and the other team in doubles?

All-class questions:

- With your fingers, indicate how many times the ball may bounce in the court.
- Thumbs up for yes, down for no: Was the serve in or out?

Refinement

If students need more explanations, gather them around a court and demonstrate different rules of the game, getting students involved, and explain what occurred and how it related to pickleball rules.

Student Choices/Differentiation

Students may refer to handouts or video clips, when needed.

What to Look For

- Students understand the basic rules of pickleball.
- Each student can explain, demonstrate, and recall the rules.
- Students know how to score.
- Students recall and use basic pickleball etiquette.

Instructional Task: Pickleball Four Square

■ PRACTICE TASK

In groups of four using the net and center lines, students play four-square pickleball in the no-volley zone.

First objective: to apply the forehand and backhand strokes using correct technique.

Second objective: to apply proper footwork, aligned to the forehand and backhand so they can return to mid-court, which will reduce the options for the opponents.

Extra students not playing can help officiate.

The rules are the same as for four square, but smashing is not allowed. An underhand serve starts the game.

Refinements

Even though we are playing a modified game, the focus of this activity is on improving skill rather than on winning.

Make sure that students return to mid-court position after hitting the ball.

Guiding questions for students:

- How does this game help develop skills needed for pickleball?
- As you are playing, what is causing you to be successful and what is causing you to struggle?
- What skills do you need to work on?

EMBEDDED OUTCOME: S4.M6.8. Teach students the rules and how to apply them for the game of pickleball four square. Have students self-officiate the game.

Student Choices/Differentiation

- The size of the four-square court may be adjusted.
- The size and type of ball may be changed, as well.
- Teams may rotate to other courts after games to play and officiate new teams.
- Move teams around, allowing them to play teams of like abilities.

What to Look For

- Students are using proper technique for backhand and forehand.
- Their footwork and positioning are correct.
- Students are putting themselves in position to reduce opponents' offensive options.

Instructional Task: Kings of the Court

■ PRACTICE TASK

At each court, position three teams of two. One team will officiate and keep score, and the other two will play.

Set up multiple courts throughout the gym, with numbers marked with a cone. Play a 10- to 12-minute game of pickleball. At the end of time, instruct the high scores to move to the lower-number court (e.g., if they won on court 4, then they move to court 3), and have the team with the fewest points move up a court (e.g., example if they did not win on court 4, then they move to court 5). Keep the rotation for the remainder of class.

Extension

Assign extra points for using a certain shot (e.g., the dink).

EMBEDDED OUTCOME: S4.M6.8. Have students self-officiate the pickleball games, ensuring that all rules, scoring, and etiquette are followed.

EMBEDDED OUTCOME: S3.M7.6. Lead a discussion on how pickleball can contribute to a physical activity or fitness plan.

Guiding questions for students:

- Did your heart rate go up while playing the game?
- What kinds of fitness do you think you need to play pickleball?
- Identify the components of skill-related fitness that you use in this game.

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 using proper serving techniques.
 - Students know the rules.
 - Students are working together and listening to their peers.
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Formal and Informal Assessments

Exit slip: List three ways in which pickleball can contribute to a physical activity or fitness plan.

Closure

- As a group, discuss what was observed from four square.
- Ask how students were able to apply their skills during the game.
- Discuss and provide examples of how students work together in teams as well as help officiate the games.

Reflection

- How is students' technique for the skills that we have been working on?
- Do students know the rules?
- How well did the teams work together, and how did they interact with students who were officiating the game?

Homework

Review the rules of pickleball, because we will have a test at the end of the module. Next class, we will learn to play doubles, so pay close attention to doubles rules while you study.

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: "rules for pickleball," "fitness concepts of net games"