**Lesson Plans for Learning Segment**

For my pickleball unit, I planned a three-lesson segment focused on introducing and building the basic skills students need to play the game. The segment includes lessons on forehand and backhand groundstrokes, serving and returning, and applying all the skills through rallying and modified gameplay activities. Each lesson starts with a quick warm-up and review, followed by skill-focused drills and ends with a learning task that gives students a chance to apply what they practiced. The goal of the segment is for students to develop control and consistency with their shots, understand basic strategies, and practice good teamwork and communication with their partners. These lessons set a strong foundation for playing pickleball in a fun and supportive way.

The standards I focused on for this segment are demonstrating competency in motor skills and movement patterns, applying knowledge of concepts and strategies in gameplay, and showing responsible behavior that respects others. The objectives for the segment are for students to perform forehand and backhand groundstrokes with control 70% of the time during drills, serve legally into the correct service area 70% of the time during practice, and rally with a partner using a combination of forehand, backhand, and serves for at least three consecutive hits. Another important objective is for students to work with their partners and teammates respectfully and communicate effectively throughout the activities. The central focus of this segment is for students to build their basic pickleball skills and then apply them during gameplay in a way that emphasizes skill development, teamwork, and responsibility.

The activities and learning tasks for this segment are set up to match the skills we are working on. In the first lesson, students practice groundstrokes through partner rally challenges where they try to keep the ball going back and forth as many times as they can. In the second lesson, the focus shifts to serving and returning. Students practice serving to targets and returning serves with a partner. In the third lesson, students apply everything by playing modified games like Rally Quest and Rally Royale, where the focus is on working with a partner to keep rallies alive and following game rules. Routines include starting each class with a quick recap of the key skills, setting up courts quickly and safely, and rotating partners or groups so students get experience working with different people.

There are some important academic language terms that students need to learn during this unit. Some examples are forehand, backhand, serve, rally, court boundaries, double bounce rule, and legal serve. To help students with these terms, I plan to introduce the vocabulary at the beginning of each lesson with quick explanations and visual aids like court diagrams and pictures of proper strokes. I will model the correct use of the terms while demonstrating drills, and have students practice talking about their skills with partners during the activities. I will also provide simple sentence starters like “I used my \_\_\_\_\_\_ stroke to keep the rally going” or “I aimed my serve toward \_\_\_\_\_\_ because \_\_\_\_\_\_” to make it easier for everyone to practice using the terms correctly.

One learning task where students will use the language is during Rally Quest. After rallying, students will pause and talk with their partner about which stroke helped them the most during that rally. This will give them a natural chance to practice saying words like forehand, backhand, and rally while reflecting on their own play

**Lesson 1**

**\*\*\*see below\*\*\***

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| **Lesson Plan**  **1 of 3** | **Teacher Candidate: Jack Neumuth** | | | | | | **School: Ellington Middle School** | | | **Date: 4/8/25** |
| **Title of Learning Segment/Unit: Pickleball** | | | | | | **Length of Class: 43 mins** | | | **Grade: 7th** |
| **Central Focus (entire lesson segment):**  Students will develop the ability to control the ball using proper forehand and backhand shots in pickleball through partner and small-group rallying activities. | | | | | | | | | **# in Class:**  *21* |
| **Lesson Focus:** Students will improve their ball control and shot consistency using both forehand and backhand skills, preparing them for modified game play. | | | | | | | | | |
| **Grade Level Outcomes & Objectives** | | | | | | | **Assessment Tool** | | **Safety Considerations**  **(Emotional/Physical)** |
| **Psychomotor**  **Domain** | |  | | --- | |  |  |  | | --- | | SWBAT: Students will consistently rally the ball against a wall and with a partner using forehand and backhand strokes with control at least 5 consecutive times. |   National Standard: Skills | | | | | | | Teacher checklist: "5 successful rallies" = skill achieved. | |  Remind students to keep paddles low and under control.   Space students out on the wall and courts to avoid collisions.   Stop play immediately if balls roll into other groups' spaces.   Only strike balls — no swinging paddles wildly or using them improperly. |
| **Affective Domain** | SWBAT: Students will demonstrate positive communication with partners and groups by encouraging each other during all activities.  Standard: 4: Respect, responsible social behavior, respecting others | | | | | | | Teacher observation rubric (positive words, cooperation, partner encouragement). | |
| **Cognitive**  **Domain** | SWBAT:   |  | | --- | |  |  |  | | --- | | Students will explain the difference between a forehand and a backhand shot and when each is typically used in pickleball. |   Standard: Knowledge of concepts related to movement. | | | | | | | **Assessment Tool**: Exit ticket: Write or verbally explain the difference and one example of when to use each shot.. | | **Equipment** |
| **Academic Language** | |  **Function**: Describing shot types and techniques.   **Vocabulary**: Forehand, Backhand, Rally, Control, Paddle face, Follow-through, Court boundary.   **Syntax**: Students will use sentence starters like "A forehand is when..." or "You use a backhand when..."   **Discourse**: Students will explain shot choices during peer discussions and the exit ticket. | | | | |  1 paddle per student   1 pickleball per student   Wall space   Jump ropes (for dividing partner space)   Cones for court boundaries (for 4-square setup) |
| **Prior Knowledge,**  **Skills, & Assets** |  Proper pickleball ready position (knees bent, paddle up).   Understanding of basic forehand and backhand grip.   Previous practice with paddle striking (can come from other racket sports if not specifically pickleball). | | | | | | | **References** | | |
| **Graham, G., Shirley Ann Holt-Hale, Parker, M., Hall, T; Patton, K. (2020). *Children moving: a reflective approach to teaching.* New York, Ny McGraw-Hill Education.** | | |
| **Variety Learner** | Characteristics: A few number of students are potential ELL’s so it’s essential to provide demonstrations to go along with verbal instruction. Not every student is on the same level developmentally, so extensions and accommodations are needed.  IEP/504: N/A | | | | | | | | Accommodations:  Teacher will make sure to provide modifications for +2’s and -2’s during the lesson. | |
| **Language Supports & Instructional Materials** | Teacher will provide demonstrations to reiterate cues, repeat cues throughout lesson, check for understanding during activity by calling on students. Teacher will go over each cue individually and spend time on each movement. | | | | | | | | | |
| **Theory Used** | Bandura Observational theory – Observation and modeling play a primary role in how and why the students learn movements. The teacher will demonstrate, and the students will follow along then try to emulate the cues displayed; this will help students grasp the learning cues. | | | | | | | | | |
| **Lesson**  **Component** | **Time (mins)** | **Organization** | | **Description & Teaching Style Used** | | | | | | |
| **Instant Activity** | 3 mins | Students will enter gym and immediately engage in the game. | | **Forehand and Backhand Wall Rally**   * Students rally the ball against the wall using the forehand stroke. * Goal: 5-10 consecutive hits without losing control. * After a few minutes, students switch to practicing backhand strokes. * **Progression Options**:   + **Easier**: Allow a bounce between each hit; move closer to the wall.   + **Harder**: Rally without letting the ball bounce; move farther from the wall. | | | | | | |
| **Transition** | | | | Teacher will call students to the smartboard. | | | | | | |
| **Introduction, Activate Prior Knowledge, & Expectations** | 3-5 minutes | Students will be in front of the smartboard. | | "Good morning everyone! Today, we’re diving into one of the most important parts of pickleball — controlling the ball with both your forehand and your backhand. Think of it like being able to write with both your right and left hand — the more comfortable you are with both, the better you’ll play! We'll start practicing against the wall, then work with a partner, and finally we'll bring it into a game called Pickleball 4-Square. The key today is control — not power — and working together. Let’s get ready to roll!" | | | | | | |
| **Transition** | | | | After the demonstration of the initial rallying activity, students will grab their equipment and start the activity. After the activity, students will sit down in front of the smart board to hear about the partner rallying activity. | | | | | | |
| **Body of Lesson (Lesson Focus)** | | | | | | | | | | |
| **Task #1**  **Partner Rallying**  10 Minutes  **Task #2: Target Smash**  **10 mins** | National Standard: Skills | | | | Demonstration/Questions: The teacher will demonstrate partner rallying with another student. | | | | | **Assessments & Feedback** |
| Informal assessment – Teacher  will observe students’ actions to  see if they are performing the  cues knees bent, swing arms forward, squash with 80% success. Positive  feedback on cues performed will  be given, letting students know  exactly what they are doing right. |
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| **Partner Rally Using Jump Rope "Net"**   * Students pair up, lay a jump rope on the floor as a net. * Students rally back and forth using both forehand and backhand strokes. * Goal: 3-5 consecutive successful hits over the rope. * **Progression Options**:   + **Easier**: Allow bounces before hitting.   + **Harder**: Rally using only backhand strokes for a round; add a scoring system (e.g., first to 10 rallies wins). | | | | | Cues   1. Step 2. Scoop 3. Swing paddle upward | | | Modifications  TBI Easier (-2): (for the whole class)  Students can let the ball double bounce.  TBI Harder (+2):  Students must hit a backhand shot every time.  ITV Easier (-2):  Student can have one redo before the rally ends.  ITV Harder (+2):  Students must increase their distance between eachother. |
| **Transition**:  **Time: 1 minute** | | | | Students will return to the smartboard to hear about the next activity. | | | | |
| **Pickle ball 4 Square (10–15 min)**   Four players on a small court divided into four zones.   Serve the ball into another square; players rotate when they miss.   Encourage use of forehand and backhand shots during rallies.   **Progression Options**:   * **Easier**: Larger squares, slower pace, allow bounce before return. * **Harder**: Shrink the squares; no bounces allowed. | | | | | Cues   1. Step 2. Scoop 3. Swing paddle upward | | | Modifications  TBI Easier:  Larger squares  TBI Harder:  Shrink the squares  TBI Easier:  Allow bounce before return  ITV Harder:  No bounces allowed |
| **Transition:**  **Time: 30 secs** | On the freeze signal, students will make their way back to the black line and sit. | | | | | | | | | |
| **Lesson Closure & Review**  **Time: 30 secs** | *"Awesome work today, everyone! You really showed how much control and teamwork matter in pickleball. Let’s wrap up with a few questions:*   * *What’s one difference between a forehand and a backhand?* * *Which shot felt easier for you today — and why?* * *How did you and your partner help each other during rallies?* * *How does practicing both shots help you when you play real games?"*   *"Next class, we’ll take these skills into even bigger games — can’t wait to see your improvement!"* | | | | | | | | | |
| **Transition:**  **Time: 20 secs** | Students will gather their belongings and exit the gym. | | | | | | | | | |

**Lesson 2**

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| **Lesson Plan**  **2 of 3** | **Teacher Candidate: Jack Neumuth** | | | | | | **School: Ellington Middle School** | | | **Date: 4/9/25** |
| **Title of Learning Segment/Unit: Pickleball** | | | | | | **Length of Class: 43 mins** | | | **Grade: 7th** |
| **Central Focus (entire lesson segment):**  Students will improve rally consistency, communication, and shot control in pickleball through small-sided, progressive activities that reinforce core rules and gameplay fundamentals | | | | | | | | | **# in Class:**  *21* |
| **Lesson Focus:** Students will practice upward paddle contact, movement to the non-volley zone, and proper application of the double bounce rule through modified rally games. | | | | | | | | | |
| **Grade Level Outcomes & Objectives** | | | | | | | **Assessment Tool** | | **Safety Considerations**  **(Emotional/Physical)** |
| **Psychomotor**  **Domain** | |  | | --- | |  |  |  | | --- | | SWBAT: Students will consistently use an upward paddle swing to keep the ball in play during rally activities. |   National Standard: Skills | | | | | | | Teacher observation checklist tracking proper contact form and successful rallies. | |  Keep safe spacing between courts   Emphasize control over power to prevent wild swings   Review rules about swinging paddles safely |
| **Affective Domain** | SWBAT: Students will demonstrate positive communication and teamwork during doubles play.  Standard: 4: Respect, responsible social behavior, respecting others | | | | | | | Teacher will bring the class together in a circle at the end and facilitate a short 3–5 minute group discussion.  **Questions:**   * “Who saw a great example of teamwork today? What did that look like?” * “Why is teamwork important in pickleball?” | |
| **Cognitive**  **Domain** | SWBAT: Students will be able to explain why using an upward paddle angle is important for maintaining control and keeping the ball in play during rallies.  Standard: Knowledge of concepts related to movement. | | | | | | | **Assessment Tool**: Quick verbal check:   * “Why is it important to hit the ball with an upward angle in pickleball?”   . | | **Equipment** |
| **Academic Language** | | **Function**: The students will be able to recite the cues: Step, swing upward, and scoop, and sequence the same cues during the lesson when asked by the teacher to assess retention of knowledge.  **Vocabulary**: Knees bent, swing forward, swing upward, squash, serve, rally  **Syntax**: Students will sequence the cues needed to successfully perform a basic pickleball rally, using correct paddle movement and body positioning  **Discourse**: Students will voice the cues (step, swing upward, scoop) together during the introduction, use them individually when prompted during Rally Quest and Rally Royale, and then repeat them both individually and as a group during the closure. | | | | |  **Pickleball paddles** (1 per student, or 1 per 2 students if sharing)   **Pickleballs** (foam or plastic, enough for each court + extras)   **Portable pickleball nets** (or use gym nets lowered to pickleball height – ~34 inches in the center)   **Cones or floor tape** (to mark 4-square zones and kitchen lines if not already marked)   **Poly spots or floor markers** (for positioning and safety zones) |
| **Prior Knowledge,**  **Skills, & Assets** | Students have already had 1 pickleball class, where we focused on the forehand, backhand, and scooping the ball. They know how they should be hitting the ball, and are able to participate in a 4 square game where they are scooping the ball upwards. | | | | | | | **References** | | |
| **Graham, G., Shirley Ann Holt-Hale, Parker, M., Hall, T; Patton, K. (2020). *Children moving: a reflective approach to teaching.* New York, Ny McGraw-Hill Education.** | | |
| **Variety Learner** | Characteristics: A few number of students are potential ELL’s so it’s essential to provide demonstrations to go along with verbal instruction. Not every student is on the same level developmentally, so extensions and accommodations are needed.  IEP/504: N/A | | | | | | | | Accommodations:  Teacher will make sure to provide modifications for +2’s and -2’s during the lesson. | |
| **Language Supports & Instructional Materials** | Teacher will provide demonstrations to reiterate cues, repeat cues throughout lesson, check for understanding during activity by calling on students. Teacher will go over each cue individually and spend time on each movement. | | | | | | | | | |
| **Theory Used** | Bandura Observational theory – Observation and modeling play a primary role in how and why the students learn movements. The teacher will demonstrate, and the students will follow along then try to emulate the cues displayed; this will help students grasp the learning cues. | | | | | | | | | |
| **Lesson**  **Component** | **Time (mins)** | **Organization** | | **Description & Teaching Style Used** | | | | | | |
| **Instant Activity** | 3 mins | Students will enter gym and immediately engage in the game. | | Students enter the gym and immediately start playing 4 square. Last class, we went over how to play, and played for a prolonged period of time, so they know how to do this. | | | | | | |
| **Transition** | | | | Teacher will call students to the smartboard. | | | | | | |
| **Introduction, Activate Prior Knowledge, & Expectations** | 3-5 minutes | Students will be in front of the smartboard. | | “Alright, we’re moving into two activities that will help you get better at actual game play. First up is Rally Quest—your goal there is to work with your partner to build quality rallies using the rules we’ve learned: serve correctly, follow the double bounce rule, and move up to the kitchen line. You’ll earn points by doing all three.  After that, we’ll finish with Rally Royale. It’s fast-paced—if you win the rally, you stay on the court. If not, you rotate out. It’s all about control, smart shots, and quick thinking. Focus on playing smart, not just hitting hard.” | | | | | | |
| **Transition** | | | | After the deomstration of Rally Quest, students will find a partner and start the activity. | | | | | | |
| **Body of Lesson (Lesson Focus)** | | | | | | | | | | |
| **Task #1**  **Rally Quest**  10 Minutes  **Task #2: Target Smash**  **10 mins** | National Standard: Skills | | | | Demonstration/Questions: The teacher will demonstrate Rally Quest with 3 other students. | | | | | **Assessments & Feedback** |
| Informal assessment – Teacher  will observe students’ actions to  see if they are performing the  cues knees bent, swing arms forward, squash with 80% success. Positive  feedback on cues performed will  be given, letting students know  exactly what they are doing right. |
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| **Rally Quest**  One team serves cross-court (just like a real game).  Teams play out the rally, but no scoring yet.  After the rally ends, both teams must self-assess:   * Did they follow the rules? (double bounce rule, legal hits?) * Did each team get up to the non-volley zone (kitchen line)? * Was there a strategic shot? (like a dink, drop shot, or lob)   If **YES** to all of the above, they earn a **“quest point.”**  Teams track how many quest points they complete in a 5-minute round.  After time is up, rotate courts or switch partners. | | | | | Cues   1. Step 2. Scoop 3. Swing paddle upward | | | Modifications  TBI Easier (-2): (for the whole class)  Students can let the ball double bounce.  TBI Harder (+2):  Students must hit a strategic shot every time.  ITV Easier (-2):  Student can have one redo before self-assessing.  ITV Harder (+2):  Students can’t use the same strategic shot twice in a row. |
| **Transition**:  **Time: 1 minute** | | | | Students will return to the smartboard to hear about the next activity. | | | | |
| **Target Smash (10–15 min)**  Students will practice accuracy and control by hitting a ball toward various targets placed on the opposite side of the playing area. Each target will be assigned a different point value based on its distance and difficulty—closer targets are worth fewer points (1 point), while farther or smaller targets are worth more (up to 5 points).  Each student will get **three turns** to hit the ball and aim for the targets. After each round, they will **add up their total score** from all three hits. | | | | | Cues   1. Step 2. Scoop 3. Swing paddle upward | | | Modifications  TBI Easier:  Students can move the targets closer together.  TBI Harder:  Students have to use non-dominant hand.  TBI Easier:  Teams are allowed to have one red-do.  ITV Harder:  Students have to stay at the back boundary line. |
| **Transition:**  **Time: 30 secs** | On the freeze signal, students will make their way back to the black line and sit. | | | | | | | | | |
| **Lesson Closure & Review**  **Time: 30 secs** | “Great job today! You practiced upward hitting, made some awesome rallies. Before we go, let’s reflect:   * What was the most important thing you needed to do to keep a rally going? * How can controlling your hit help you become a better player?” | | | | | | | | | |
| **Transition:**  **Time: 20 secs** | Students will gather their belongings and exit the gym. | | | | | | | | | |

**Lesson 3**

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| **Lesson Plan**  **3 of 3** | **Teacher Candidate: Jack Neumuth** | | | | | | **School: Ellington Middle School** | | | **Date: 4/10/25** |
| **Title of Learning Segment/Unit: Pickleball** | | | | | | **Length of Class: 43 mins** | | | **Grade: 7th** |
| **Central Focus (entire lesson segment):**  Students will demonstrate improved rally control, teamwork, and positive competition skills through partner drills and match play in pickleball. | | | | | | | | | **# in Class:**  *21* |
| **Lesson Focus:**  Students will develop consistency in rallying and demonstrate sportsmanship during competitive pickleball match play. | | | | | | | | | |
| **Grade Level Outcomes & Objectives** | | | | | | | **Assessment Tool** | | **Safety Considerations**  **(Emotional/Physical)** |
| **Psychomotor**  **Domain** | |  | | --- | |  |  |  |  |  | | --- | --- | --- | | SWBAT:   |  | | --- | |  |  |  | | --- | | Students will successfully complete a rally of 5 or more consecutive volleys. with a partner. | |   National Standard: Skills | | | | | | | Teacher checklist: "5 successful rallies" = skill achieved. | |  Keep paddles low and controlled.   Communicate "ball on court!" if a ball rolls into another court.   No running through other games or courts.   Stop play immediately if unsafe situations occur. |
| **Affective Domain** | SWBAT:   |  | | --- | |  |  |  | | --- | | Students will demonstrate positive sportsmanship (encouragement, fair play, respect) during match play. |   Standard: 4: Respect, responsible social behavior, respecting others | | | | | | | Teacher observation rubric: positive comments, fair play, respectful behavior. | |
| **Cognitive**  **Domain** | SWBAT:   |  | | --- | |  |  |  | | --- | | Students will provide 1 piece of specific feedback about  pickleball skill development. |   Standard: Knowledge of concepts related to movement. | | | | | | | Students will complete a short quiz or exit slip at the end of the lesson to check their understanding of key pickleball concepts. This may include questions about the rules of the game, scoring, proper serving technique, and court positioning. | | **Equipment** |
| **Academic Language** | |  **Function**: Giving feedback, describing techniques, using positive communication.   **Vocabulary**: Rally, Volley, Match, Court, Spirit of the Game, Etiquette, Feedback, Cooperation.   **Syntax**: Students will use complete sentences for feedback ("You did a good job of... but could improve by...").   **Discourse**: Students discuss strategies and techniques with their group and during feedback reflection. | | | | |  Pickleball paddles (1 per student)   Pickleballs (enough extras for quick substitutions)   Cones or lines to divide courts   Scorecards/feedback cards   Pencils or pens |
| **Prior Knowledge,**  **Skills, & Assets** |  Understanding of ready position and basic paddle grip.   Ability to perform forehand and backhand volleys.   Previous exposure to scoring basics and court layout.   Understanding of "Spirit of the Game" expectations: honesty, respect, fun. | | | | | | | **References** | | |
| **Graham, G., Shirley Ann Holt-Hale, Parker, M., Hall, T; Patton, K. (2020). *Children moving: a reflective approach to teaching.* New York, Ny McGraw-Hill Education.** | | |
| **Variety Learner** | Characteristics: A few number of students are potential ELL’s so it’s essential to provide demonstrations to go along with verbal instruction. Not every student is on the same level developmentally, so extensions and accommodations are needed.  IEP/504: N/A | | | | | | | | Accommodations:  Teacher will make sure to provide modifications for +2’s and -2’s during the lesson. | |
| **Language Supports & Instructional Materials** | Teacher will provide demonstrations to reiterate cues, repeat cues throughout lesson, check for understanding during activity by calling on students. Teacher will go over each cue individually and spend time on each movement. | | | | | | | | | |
| **Theory Used** | Bandura Observational theory – Observation and modeling play a primary role in how and why the students learn movements. The teacher will demonstrate, and the students will follow along then try to emulate the cues displayed; this will help students grasp the learning cues. | | | | | | | | | |
| **Lesson**  **Component** | **Time (mins)** | **Organization** | | **Description & Teaching Style Used** | | | | | | |
| **Instant Activity** | 3 mins | Students will enter gym and immediately engage in rallying with a partner. | | As soon as students enter the gym, they will grab a paddle, a partner, one ball, and start rallying with that partner. | | | | | | |
| **Transition** | | | | Teacher will call students to the smartboard. | | | | | | |
| **Introduction, Activate Prior Knowledge, & Expectations** | 3-5 minutes | Students will be in front of the smartboard. | | "Good morning, everyone! Today we’re going to have fun working on two big things: controlling the ball in rallies, and competing with a positive attitude. First, we’ll start with 'Doubles Rally Tally' where you and a partner will work together to get the highest number of volleys you can. After each round, you’ll give helpful feedback to each other. Then, we’ll jump into a 'Royal Court Tournament,' where you'll try to work your way up to the top court by playing short games — but remember, the real winners are the ones who show the best sportsmanship and spirit of the game! Let's get our paddles ready and have a great day!" | | | | | | |
| **Transition** | | | | After the instant activity, students will sit down in front of the smart board to hear about the partner rallying activity. | | | | | | |
| **Body of Lesson (Lesson Focus)** | | | | | | | | | | |
| **Task #1**  **Partner Rallying**  10 Minutes  **Task #2: Royal Court Tournament**  **10 mins** | National Standard: Skills | | | | Demonstration/Questions: The teacher will demonstrate partner rallying with another student. | | | | | **Assessments & Feedback** |
| Informal assessment – Teacher  will observe students’ actions to  see if they are performing the  cues knees bent, swing arms forward, squash with 80% success. Positive  feedback on cues performed will  be given, letting students know  exactly what they are doing right. |
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| **Doubles Rally Tally**   * Students pair up with another pair and rally cooperatively. * Objective: Get the highest number of consecutive volleys possible in 3 minutes. * After each round, students complete part of the **Feedback & Score Card**:   + Record longest rally.   + Write one piece of skill feedback (1st round).   + Write one piece of cooperative feedback (2nd round).    **Harder**: No bounce allowed before hitting. Only backhand volleys allowed.   **Easier**: Allow one bounce between volleys. Shorten the distance between partners. | | | | | Cues   1. Step 2. Scoop 3. Swing paddle upward | | | Modifications  TBI Easier (-2): (for the whole class)  Allow one bounce before volleys.  TBI Harder (+2):  No bounce allowed.  ITV Easier (-2):  Shorten distance between partners.  ITV Harder (+2):  Students must increase their distance between eachother. |
| **Transition**:  **Time: 1 minute** | | | | Students will return to the smartboard to hear about the next activity. | | | | |
| **Royal Court Tournament**   * Courts numbered from 1 (lowest) to "Royal Court" (highest). * Students play singles or doubles games for 3 minutes. * Winners move up a court; losers move down. * Focus: Play with a positive attitude, demonstrate etiquette, and compete respectfully. * Spirit of the Game Awards given for outstanding sportsmanship.    **Harder**: Smaller courts, no bounce before returns.   **Easier**: Longer games (4-5 minutes), allow ball to bounce once before each hit. | | | | | Cues   1. Step 2. Scoop 3. Swing paddle upward | | | Modifications  TBI Easier:  Longer games  TBI Harder:  Smaller courts  TBI Easier:  Ball can bounce twice before each hit  ITV Harder:  No bounces allowed |
| **Transition:**  **Time: 30 secs** | On the freeze signal, students will make their way back to the black line and sit. | | | | | | | | | |
| **Lesson Closure & Review**  **Time: 30 secs** | "You all did an awesome job rallying, competing, and showing great sportsmanship today! Let's finish by thinking about a few things:"   * What strategies helped you and your partner keep the rally going longer? * How did giving or receiving feedback help you play better? * Why is it important to show good sportsmanship even when we lose a game? * What’s one thing you want to work on for next time?   "Thanks for working hard and supporting each other today” | | | | | | | | | |
| **Transition:**  **Time: 20 secs** | Students will gather their belongings and exit the gym. | | | | | | | | | |