

Pickleball Lesson

Grade: 12		Subject: Physical Education	
Materials: pickleball racket and balls, nets		Technology Needed: Phone for music	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: Students will pick their teams for pickleball	
Standard(s) S2.H2.L1: Applies movement concepts to analyze and improve performance of self and/or others in a self-selected skill in lifetime activities.		Differentiation Below Proficiency: Students have spatial awareness around the gym but have trouble playing the game and staying on task Above Proficiency: Students play at a higher competitive rate and are advanced at forehand, backhand, and smash downs Approaching/Emerging Proficiency: Students have a good understanding of the game and are able to serve and hit the ball correctly while keeping score Modalities/Learning Preferences:	
Objective(s) TLW incorporate the fundamentals of the game of pickleball when they play TLW develop team skills and help their teammate Bloom's Taxonomy Cognitive Level: comprehension, application, synthesis		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will respectfully follow the rules of the game, play fair, and not argue.	
Classroom Management- (grouping(s), movement/transitions, etc.) Students will arrive in the gym and listen to quick directions/review on the rules for pickleball. Students will pick their partners and compete against their classmates.			
Minutes	Procedures		
8	Set-up/Prep: <ul style="list-style-type: none"> Give students time to change into gym clothing Have students help set up nets and grab pickleball rackets and balls 		
4	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> Take attendance Let students warm up volleying back and forth 		
8	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> I will give the students a refresher of the rules for pickleball I will explain the activity planned which will involve the students picking a partner and playing doubles Students will pick a court to play at, one court is the champions court If the students win at their court, they move to the next one, if they lose they stay at the court they lost at The champions court will have the winner stay and the losing team move on 		
24	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) <ul style="list-style-type: none"> Games will be 4 minutes in length Students play until the music stops then decide the winner I will watch the students to make sure they are playing the game correctly 		
7	Review (wrap up and transition to next activity): <ul style="list-style-type: none"> Students will put their pickleballs and rackets away Give students enough time to change into their school clothes 		
Formative Assessment: (linked to objectives)		Summative Assessment (linked back to objectives)	

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Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.

I will be assessing students throughout the lesson-clarify questions, be knowledgeable about the game

Consideration for Back-up Plan:
matball

End of lesson:

If applicable- overall unit, chapter, concept, etc.:

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

This activity went pretty good. Students had already been given partners previously by Mrs. Zastoupil, so they knew how to group up. This was towards the end of the unit, so students had a good understanding of how to play the game, but today they played kings court which they all were familiar with. One thing that was difficult was the class size comparable to the gym size. Things felt very crowded but with a class of 30 it is hard to fit everyone in there and to be able to set up everything with adequate space. It did make it difficult to walk around and check in with groups effectively, but I did the best I could.