Physical Education Lesson Plan Sample

STRIKING SHORTHandled INSTRUMENT: PICKLE BALL it’s a Big Dill

<table>
<thead>
<tr>
<th>Teacher: R. Baquera</th>
<th>Date: 8/1/2021</th>
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<tbody>
<tr>
<td>Grade Level: 9-10</td>
<td>Time: 8:00 AM-9:10</td>
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<tr>
<td>Activities: Pickle Ball; Focus on Ball Control and Volleysing</td>
<td>Number of Students: 25</td>
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<tr>
<td>Equipment: 25 Dill Paddles, 75 pickle/whiffle/foam tennis ball, 5 net systems, 40 court markers, music system, hand-held whistle, 12 hula hoops, 12 Fitness Track Workouts Sheets, Instant Activity Tasks, 25 poly spots</td>
<td></td>
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<tr>
<td>Equipment provided by me: Track workout sheets, instant activity board</td>
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<table>
<thead>
<tr>
<th>Standards Based Learning Target</th>
<th>TIME</th>
<th>TEKS:</th>
<th>National Standards</th>
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<tbody>
<tr>
<td>TEKS/National Standard</td>
<td></td>
<td>116.55 Introduction (2): c (2) A, B, D; (4):C; (6): B,E</td>
<td>1, 2, 4</td>
</tr>
<tr>
<td>Cognitive Domain</td>
<td></td>
<td>(knowledge, strategies, tactics, cognitive abilities)</td>
<td></td>
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<tr>
<td>Student Learning Outcomes</td>
<td></td>
<td>Volley placement</td>
<td>-student descriptions</td>
</tr>
<tr>
<td>Psychomotor Domain</td>
<td></td>
<td>Motor skills, fitness outcomes</td>
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</table>
1. The students will **demonstrate** the proper technique for volleying in pickle ball and will be challenged to meet a specific number of successful volleys (10-25) before moving on to the next challenge.

2. The students will **perform** 10-25 consecutive volleys in a variety of challenges to include different heights, different speeds, different parts of the paddle, while stationary, while moving, and to a specific target.

**Affective Domain** (*Feelings, values, social behavior, attitudes*)

1. The students will display cooperative acts while working with a partner to include; encouragement and patience.

2. The students will recognize the value of pickle ball as a lifetime activity with physical and social benefits written in their PE notebook.

**Language Target** (*write, listen, read, interact with content, make metalinguistic connections*)

1. Students will write about what they have learned about Pickle Ball during cool down. They will then share with their neighbor what they have written down.

**Asset Building: #38, #40:** Pickle Ball is a sport in which people of all ages can play successfully, it requires skills and strategies. We will make connections through pickleball about the POSITIVE VIEW OF PERSONAL FUTURE and how personal wellness and PA participation adds to our overall wellness. The more skills, knowledge, value we have as we LEARN, we feel better about our here and now and into the future. We can transfer skills to other activities, we value, and are motivated to have a good life no matter what age.

### Instant Activity Chart in Pairs:

- Read and take action
- What did you learn about pickleball?
- Get your oxygen flowing,
- work cooperatively with your fitness buddy

### Notes for Activation of Learning

**Instant Activity:** Activity from the GetGO: use this time strategically and utilize best practices for dynamic warm-up/activity preparation

- BIG DILL lesson
- Lifetime activity
- Pickle Ball was created with 1 thing in mind: FUN!!!
- In 1965 it was invented by a family on Bainbridge Island; near Seattle WA when Congressmen Joel Pritchard came home from a golf game and saw his...
kids bored and set out to create a game that would be challenging but for EVERYONE to enjoy; he went in his house, found some table tennis paddles, a wiffle ball, and lowered the net on their badminton court; VOILA, Pickle Ball was born!!!! As we introduce you to rules and the court markings the next few days, I want you to keep thinking about what makes Pickle Ball a sport that everyone can play.

<table>
<thead>
<tr>
<th>Fitness Focus</th>
<th>TIME</th>
<th>NOTES FOR FITNESS FOCUS</th>
<th>Cues/Look Fors</th>
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<tbody>
<tr>
<td>MODELING</td>
<td>8-10 MIN</td>
<td>Be Intentional; what fitness activities make sense with the unit/activity you are teaching?</td>
<td>-knees behind toes on squats</td>
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<tr>
<td>I DO, WE DO, YOU DO</td>
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<td></td>
<td>-balance while shifting during agility drills</td>
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<tr>
<td>INTERACTIVE PRACTICE</td>
<td></td>
<td></td>
<td>-Lift the knees</td>
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<td></td>
<td></td>
<td></td>
<td>-keep moving</td>
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Pickle Ball requires aerobic fitness, agility, foot work, and readiness stance. **Track Fitness Routine**: Pairs, while one partner works on their aerobic fitness by completing a lap around the track, their partner will complete the first exercise on the list. Students will read and follow criteria and technique written on track routine documents.

<table>
<thead>
<tr>
<th>Skill Building Focus:</th>
<th>TIME</th>
<th>NOTES FOR SKILL BUILDING PHASE: WHAT, WHY, HOW</th>
<th>Cues/Look Fors</th>
</tr>
</thead>
<tbody>
<tr>
<td>MODELING</td>
<td>20 MIN</td>
<td>Strategies: Shadow Practice, part-to-whole, whole-to-part</td>
<td>-Watch the ball make contact with the Dill Paddle</td>
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<tr>
<td>I DO, WE Do, You DO</td>
<td></td>
<td>Effective Demonstrations, small group practice, simple to complex, provide extension and differentiation. You can follow the steps below daily: PROVIDE/TEACH TASK—EXTEND THE TASK—REFINE THE TASK—ASSESS</td>
<td>-Find the sweet spot of the racquet</td>
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<tr>
<td>INTERACTIVE PRACTICE</td>
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<td></td>
<td>-Feel the amount of energy required to control distance</td>
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<td></td>
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<td>-Concentrate on control</td>
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**LESSON FOCUS/SKILL BUILDING ACTIVITY;**
Ball control, sweet spot of the paddle, and learn to and why the volley is a tactical shot in pickle ball.

**Drill One: Ball Control 1 Progression**

**Stationary:**
-Flip Paddle Bump Ups (chest high, forehead high, above shoulder)
-Repeat sequence with Back Hand Ups
-Repeat Sequence with Flip Flop

**Movement:**
-Repeat entire sequence while moving

**Extension Reaction Sequence:**
Various sequences on call so students can react to maneuvers while maintaining control of the whiffle ball.

**Drill Two: Ball Control 2 Progression**
- Ready stance position in Pickle Ball used in Pickle Ball.
- Point out court dimensions court orientation: net height, no volley zone, importance of placement over power; SKILLFULNESS

**Drill 3: Wall Volley Drill One:** complete 6 consecutive volleys take a step back; start at 3 feet from the wall.

**Extension:** 7 feet distance must complete 10 consecutive hits.

**Extension:** If you complete 10 consecutive volleys from 7 feet, volley on net with partner that has completed 10 consecutive volleys.

**Application of Learning:** PRACTICE INDEPENDENT OF THE TEACHER YOU DO

**TIME** 25 MIN

**NOTES FOR APPLICATION OF LEARNING:** Apply/Demonstrate the Skills that have been learned through game-like settings and/or create activities. Provide effective feedback, small sided games, accountability for applying skills through strategically designed activities, take time to assess as a teacher and as a student

<table>
<thead>
<tr>
<th>Game-like Application: 2 on 2</th>
<th>Pickle Volley: Play begins with UNDERHAND toss over net</th>
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<tbody>
<tr>
<td><strong>Rules:</strong></td>
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<tr>
<td>1. No Bounce</td>
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<tr>
<td>2. No consecutive hits are allowed; however, a team may use up to 3 hits to send the ball back over the net.</td>
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<tr>
<td>3. A point is scored when both teams reach 10 successful volleys over the net without stopping play.</td>
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<td>4. Each team member must rotate positions after each play</td>
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**Cognitive:**
Remember the no volley zone, think about ball placement to the intended target for continuous play. **Affective:** Pickle Ball is all about having a good time, a game everyone can enjoy.

**-Heels off of the ground**
**-Follow the ball to the paddle**
**-Flex your knees**
**-Paddle mid center and high**
| **Closure/Cool Down/Assessment and Preview** | **TIME** | **NOTES FOR CLOSURE**: Engage in static stretching and/or flexibility exercises while DEBRIEFING and checking for learning and understanding. Engage students in showing, telling, explaining what they have learning in all 3 domains. Exit Tickets/journal writing/Team Assessments/Self-Assessment: Action Planning
What would you like students to practice before tomorrow? What PA and learning do you want them to reflect on. Did they learn what you planned for them to learn in each of the domains?

**Debrief Domains**
**Psychomotor/Cognitive**
1. **Demonstrate** a proper ready stance for volleying and **describe** the benefits of knowing how to volley in Pickle Ball to your partner: THEN volunteers to report to class.
2. **Cognitive/Affective**: **Discuss with your partner the** type of benefits playing the game of Pickle Ball has; physically, socially, cognitively? Write them down in your journal.
3. What were the intentions of the inventors of Pickle Ball and why is that important to today’s society where many do not participate in sports? Reflect individually, then share with class.

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<tr>
<th><strong>Modifications</strong></th>
<th><strong>Differentiation</strong></th>
<th><strong>Extensions</strong></th>
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<tbody>
<tr>
<td>-See progressions of drills noted in Lesson Plan</td>
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<tr>
<td>-Progressive drills incorporated into plan so that students less skilled have time to develop while those more skilled can advance to more difficulty</td>
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<td>-Appropriate pairs and pairings during play to support attainable challenges and equitable play.</td>
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<tr>
<th><strong>Essential Vocabulary for all Learners</strong></th>
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<tr>
<td>-Strike</td>
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<td>-Follow-Through</td>
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<tr>
<td>-Lifetime Activity</td>
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<tr>
<td>-No-Volley Zone</td>
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<tr>
<td>-Volley</td>
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<tr>
<td>-Readiness Stance</td>
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| Students will stretch while discussing debriefing questions and activities: |
| -Deltoid Stretch |
| -Quad Stretch |
| -Hamstring Stretch |
| -Side Stretch |
| -Calf/Heel Stretch |