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CONTEXTUAL FACTORS

Delphi Community High School is located in Central Indiana, just north-east of Lafayette. It is considered an urban fringe of mid-size city. The school is 9-12\textsuperscript{th} grade and is conjoined with Delphi Community Middle School. The school has a current enrollment around 522 students with about 122 graduating. The school currently employs 30 teachers. This school also runs on a traditional schedule but will change to block scheduling next year.

Delphi High School’s student body is currently made up of 94% White, 5% Hispanic and 1% Asian. These students come from hardworking families, many work on farms, or in some sort of physical or manual labor. As for the amount of students that receive lunch help; 74% pay, 19% receive free lunch and 7% receive reduced lunch. The local businesses in the area are very supportive of the school. The parents and local residents are also very supported of the school. ISTEP scores have remained around the same scores for the last three years. Just below 75% receive passing scores.

The facilities of Delphi High/Middle School consist of a main gymnasium and an auxiliary gymnasium. Also, there is an open concept where when the bleachers on the top level are not set up there is space to use as an indoor track. The school also shares a competitive pool which is used
for the team as well as physical education classes. When the weather is well
there are fields, tennis courts and open areas to conduct class outside.

The school has a strict Handbook which is followed strictly. The
parents as well as the students understand the consequences of actions as
they are laid out in the book. As for conduct in Physical Education the
student’s sign a contract at the beginning of the semester and each receive a
syllabus. The teachers at Delphi keep order in their class and provide an
environment that promotes learning. Teachers stress progression, personal
and social responsibility and rules. They do not discriminate on skill level
but strive to challenge all. Students are encouraged to remain active and
participate during class. Maximum participation is the key to the
curriculum.
STANDARDS AND BENCHMARKS

**Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

9.1.1 Demonstrate the ability to use and appreciate activity-specific skills.
9.1.2 Exhibit the ability to synthesize and perform creative rhythmic movement patterns with increasing degrees of difficulty.
9.1.4 Develop specific skills at an advanced or skilled performance level.

**Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

9.2.1 Synthesize previously learned strategies into advanced game strategies.
9.2.2 Analyze and evaluate information about complex motor (movement) activities that lead to improved physical performance.

**Standard 3:** Participates regularly in physical activity.

9.3.1 Identify available community resources that promote an active lifestyle.
9.3.2 Identify physical activities that contribute to the improvement of specific fitness components (i.e. cardiovascular, strength, body composition, flexibility).

**Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

9.4.2 Identify and evaluate personal physiological response to exercise.
9.4.3 Demonstrate knowledge and an understanding of basic principles of exercise physiology, nutrition, and
Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

9.5.1 Demonstrate safe and appropriate use and care of equipment and facilities.
9.5.2 Understand benefits of physical education on social and emotional well-being.
9.5.3 Understand the inherent risks associated with physical activity in extreme environments.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

9.6.2 Develop strategies for inclusion of others in physical activity.
GLOBAL GOALS AND OBJECTIVES

Psychomotor/Fitness

**Global Goal:** Students will be able to perform various exercises and activities at a level proficient enough to elevate their heart rates and increase their overall physical fitness.

**Objectives:**
1. Students will be able to perform various aerobic activities.
2. Students will be able to perform the warm up and cool down exercise at their optimal intensity.
3. Students will be able to demonstrate their ability in four activities consecutively for one minute each.
4. Students will be able to practice and identify activities that develop muscular strength and endurance.
5. Students will be able to correctly perform the strength and endurance exercises.
6. Students will be able to identify and perform push-ups that are appropriate for their individual fitness level.
7. Students will be able to understand the concepts of intensity and progression as applied to muscular strength and endurance.
8. Students will be able to understand the concepts of intensity and progression as applied to muscular strength and endurance.
9. Students will be able to understand the concepts of intensity and progression as applied to muscular strength and endurance.
10. Students will be able to demonstrate ability to perform a variety of stretches.
11. Students will be able to perform stretches using the correct form.
12. While performing stretch students will be able to identify specific muscle groups used in particular sports or activities.
**Cognitive**

**Global Goal:** Students will be able to identify, explain and list components of fitness. Students will be able demonstrate their knowledge of Pickle Ball though a written exam.

**Objectives:**
1. Students will be able to list the equipment what teacher asks and give court dimensions.
2. Students will be able to understand training intensity using heart rate measurements.
3. Students will be able to list what physical activities at varying intensity levels influence: (heart rate, perceived exertion, and the amount of time they are able to maintain the activity).
4. Students will be able to describe the benefits of muscular strength and endurance.
5. Students will be able to explain how the principles of intensity and progression apply to fitness activity.
6. Students will be able to list and explain two unsafe stretching practices.
7. Students will learn how to apply the principles of specificity in the area of flexibility.

**Affective**

**Global Goal:** Students will be able to work with partner and in large and small groups in order to encourage and help others.

**Objectives:**
1. Students will be able to work with a partner and offer help during the service lesson focus.
2. Students will be able to practice personal responsibility and leadership through teaching their peers during fitness activity.
3. Students will be able to practice personal responsibility and leadership through teaching their peers during fitness activity.
4. Students will be able to practice personal responsibility and leadership through teaching their peers during fitness activity.
5. Students will be able to work with partner and help them to identify unsafe stretching practices.
# 12 Day Pickle Ball Block Plan

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<td>Introduce the benefits of physical activity, especially fitness activity.</td>
<td><strong>Fitness Concept:</strong></td>
<td>Introduce the benefits of warming up and cooling down.</td>
<td><strong>Fitness Concept:</strong></td>
<td>Introduce the correlation between aerobic activity and heart rate.</td>
</tr>
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<td><strong>Lesson Focus/Skills:</strong></td>
<td>Nature and purpose of pickle ball. Acquaint players with equipment and court size.</td>
<td><strong>Lesson Focus/Skills:</strong></td>
<td>Terminology, grip (Eastern forehand, Eastern backhand, and Continental), stance and footwork.</td>
<td><strong>Lesson Focus/Skills:</strong></td>
<td>Forehand and backhand drives.</td>
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<td><strong>Culminating Activity:</strong></td>
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<td><strong>Culminating Activity:</strong></td>
<td>Hit and Hoop Accuracy Challenge</td>
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</table>

**Lesson Focus/Skills:**
- Terminology, grip (Eastern forehand, Eastern backhand, and Continental), stance and footwork.
- Forehand and backhand drives.
- Service- (Drive).

**Fitness Concept:**
- Muscular strength and endurance activities and how they are important in the musculoskeletal function of the body.

**Culminating Activity:**
- Fitness Line Drill
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<td><strong>Lesson Focus/Skills:</strong> Muscular Strength and Endurance with the concentration on intensity and progression.</td>
<td><strong>Lesson Focus/Skills:</strong> Rules of the game.</td>
<td><strong>Lesson Focus/Skills:</strong> Strategy and game-like drills.</td>
<td><strong>Lesson Focus/Skills:</strong> Lead up game.</td>
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<td><strong>Culminating Activity:</strong> Game-like drills</td>
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<td>Game play (Singles).</td>
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| **Day 12** |
| **Introduction** |
| Activity: Racket Handling skills with ball (bouncing on racket face) relay. |
| **Fitness Activity:** |
| Type Cast (Middle/ and High School Physical Best Activity Guide, 95) |
| Fitness Concept: Flexibility- Specificity |
| **Lesson Focus/Skills:** |
| Game play (Doubles). |
| **Culminating Activity:** |
| Tournament |
DAILY BLOCK PLANS
DAY ONE

**Lesson Summative Objective:** Students will be able to perform various aerobic exercises. Students will be able to list equipment used for Pickle Ball and describe the courts dimensions.

**Introduction Activity:** Pre-assessment of game play.

**Fitness Activity:** Aerobic Benefit Hunt (Middle/ and High School Physical Best Activity Guide, 28)

*Fitness Concept:* Introduce the benefits of physical activity, especially fitness activity.

**Lesson Focus/Skills:** Nature and purpose of pickle ball. Acquaint players with equipment and court size.

**Culminating Activity:** Fitness Line Drill

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**Two Lesson Objectives:**

**Psychomotor/Fitness:** Students will be able to perform various aerobic activities.

**Cognitive:** Students will be able to list the equipment what teacher asks and give court dimensions.

**National Standards:**

**Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

**Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Benchmarks:**

- 9.4.2 Identify and evaluate personal physiological response to exercise.
- 9.4.2 Identify and evaluate personal physiological response to exercise.
- 9.4.3 Demonstrate knowledge and an understanding of basic principles of exercise physiology, nutrition, and
- 9.5.1 Demonstrate safe and appropriate use and care of equipment and facilities.
9.5.2 Understand benefits of physical education on social and emotional well-being.

Assessments to Meet Objectives:
Teacher observation and choral response to teacher questions.

Technology or Rational Why Not Used:
http://www.msu.edu/~olsenzeb/Lessons%20and%20Units.htm for information on purpose of Pickle Ball, equipment and court size.

Adaptations and Challenges:
Use both visual aids and picture cues. Allow students with disabilities to attempt to perform activities prior to incorporating modifications.

Equipment: paddles, balls, nets, courts, music, stereo, color marker group.
DAY TWO

Lesson Summative Objective: Students will be able to recite definitions of Pickle Ball terminology through choral response. Students will be able to perform warm up and cool down exercises at their optimal intensity.

Introduction Activity: Pre-assessment of game play continue.

Fitness Activity: Wanderer (Middle/ and High School Physical Best Activity Guide, 30)
Fitness Concept: Introduce the benefits of warming up and cooling down.

Lesson Focus/Skills: Terminology, grip (Eastern forehand, Eastern backhand, and Continental), stance and footwork.

Culminating Activity: Wanderer (Middle/ and High School Physical Best Activity Guide, 30)

Two Lesson Objectives:
Psychomotor/Fitness: Students will be able to perform the warm up and cool down exercise at their optimal intensity.
Cognitive: Students will be able to understand training intensity using heart rate measurements.

National Standards:
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Benchmarks:
9.1.1 Demonstrate the ability to use and appreciate activity-specific skills.
9.1.2 Exhibit the ability to synthesize and perform creative rhythmic movement patterns with increasing degrees of difficulty.
9.1.4 Develop specific skills at an advanced or skilled performance level.
9.4.2 Identify and evaluate personal physiological response to exercise.
9.4.3 Demonstrate knowledge and an understanding of basic principles of exercise physiology, nutrition.
Assessments to Meet Objectives:
Students will record their scores using the REPRODUCIBLE 3.4 record sheet.

Technology or Rational Why Not Used:
Wanderer (Middle/ and High School Physical Best Activity Guide, 30)
REPRODUCIBLE 3.4 record sheet
Terminology: http://www.msu.edu/~olsenzeb/Lessons%20and%20Units.htm

Adaptations and Challenges:
For fitness fist go through without music.

Equipment: paddles, balls, nets, courts, music, stereo, stopwatch, one pencil per student, REPRODUCIBLE 3.4 record sheet.
**DAY THREE**

**Lesson Summative Objective:** Students will be able to list what physical activities influence.

**Introduction Activity:** Practice grip (Eastern forehand, Eastern backhand, and Continental), stance and footwork.

**Fitness Activity:** Heartbeat Stations (Middle/ and High School Physical Best Activity Guide, 40)

*Fitness Concept:* Introduce the correlation between aerobic activity and heart rate.

**Lesson Focus/Skills:** Forehand and backhand drives.

**Culminating Activity:** Hit and Hoop Accuracy Challenge

**Two Lesson Objectives:**

**Psychomotor/Fitness:** Students will be able to demonstrate their ability in four activities consecutively for one minute each.

**Cognitive:** Students will be able to list what physical activities at varying intensity levels influence: (heart rate, perceived exertion, and the amount of time they are able to maintain the activity)

**National Standards:**

**Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

**Benchmarks:**

9.1.1 Demonstrate the ability to use and appreciate activity-specific skills.
9.1.2 Exhibit the ability to synthesize and perform creative rhythmic movement patterns with increasing degrees of difficulty.
9.1.4 Develop specific skills at an advanced or skilled performance level.
9.4.2 Identify and evaluate personal physiological response to exercise.
9.4.3 Demonstrate knowledge and an understanding of basic principles of exercise physiology, nutrition.
Assessments to Meet Objectives:
Students will record their scores using the REPRODUCIBLES 3.7 score sheet. Poll the class to meet the cognitive objective.

Technology or Rational Why Not Used:
Heartbeat Stations (Middle/ and High School Physical Best Activity Guide, 40)
REPRODUCIBLES 3.7 score sheet

Adaptations and Challenges:
Allow students to move up is needed.

Equipment: paddles, balls, nets, courts, stopwatch, one pencil per student, REPRODUCIBLES 3.7 score sheet
**DAY FOUR**

**Lesson Summative Objective:** Students will be able to work together with partners and offer help during the service section of the lesson. Students will be able to identify activities that develop muscular strength and endurance.

**Introduction Activity:** Practice forehand and backhand drives.

**Fitness Activity:** Imposter-or Not? (Middle/ and High School Physical Best Activity Guide, 56)

*Fitness Concept:* Muscular Strength- the ability of a muscle or muscle group to exert a maximal force against resistance thorough the full range of motion.

**Lesson Focus/Skills:** Service- (Lob).

**Culminating Activity:** Hit and Hoop Accuracy Challenge

**Two Lesson Objectives:**

**Psychomotor/Fitness:** Students will be able to practice and identify activities that develop muscular strength and endurance.

**Affective:** Students will be able to work with a partner and offer help during the service lesson focus.

**National Standards:**

**Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

**Benchmarks:**

9.1.1 Demonstrate the ability to use and appreciate activity-specific skills.
9.1.2 Exhibit the ability to synthesize and perform creative rhythmic movement patterns with increasing degrees of difficulty.
9.1.4 Develop specific skills at an advanced or skilled performance level.
9.4.2 Identify and evaluate personal physiological response to exercise.
9.4.3 Demonstrate knowledge and an understanding of basic principles of exercise physiology, nutrition, and

Assessments to Meet Objectives:
REPRODUCABLES 4.1 worksheet,

Technology or Rational Why Not Used:
Imposter-or Not? (Middle/ and High School Physical Best Activity Guide, 56) REPRODUCABLES 4.1 worksheet
Serve Info: http://www.msu.edu/~olsenzeb/Lessons%20and%20Units.htm

Adaptations and Challenges:
For students with limited mobility or control allow them to use small weights in place of resistance bands.

Equipment: paddles, balls, nets, courts, music, stereo, one pencil per student, 1 resistance band per students, aerobic steps, REPRODUCABLES 4.1 station task cards and worksheet
**DAY FIVE**

**Lesson Summative Objective:** Students will be able to make 3 out of 5 lob serves into the hoop during the accuracy challenge.

**Introduction Activity:** Practice lob serve.

**Fitness Activity:** Go for the Team Gold (Middle/ and High School Physical Best Activity Guide, 59)

*Fitness Concept:* Muscular strength and endurance activities and how they are important in the musculoskeletal function of the body.

**Lesson Focus/Skills:** Service- (Drive).

**Culminating Activity:** Hit and Hoop Accuracy Challenge

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**Two Lesson Objectives:**

**Psychomotor/Fitness:** Students will be able to correctly perform the strength and endurance exercises.

**Cognitive:** Students will be able to describe the benefits of muscular strength and endurance.

**National Standards:**

**Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

**Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Benchmarks:**

9.4.2 Identify and evaluate personal physiological response to exercise.
9.4.3 Demonstrate knowledge and an understanding of basic principles of exercise physiology, nutrition, and
9.5.1 Demonstrate safe and appropriate use and care of equipment and facilities.
9.5.2 Understand benefits of physical education on social and emotional well-being.
9.5.3 Understand the inherent risks associated with physical activity in extreme environments.
**Assessments to Meet Objectives:**
Students will fill out REPRODUCIBLES 4.2 handout

**Technology or Rational Why Not Used:**
Serve Info: [http://www.msu.edu/~olsenzeb/Lessons%20and%20Units.htm](http://www.msu.edu/~olsenzeb/Lessons%20and%20Units.htm)
Go for the Team Gold (Middle/ and High School Physical Best Activity Guide, 59) REPRODUCIBLES 4.2 handouts

**Adaptations and Challenges:**
Develop task cards specific to students with physical disabilities. Include pictures on task cards for students with learning disabilities.

**Equipment:** paddles, balls, nets, courts, mats, REPRODUCIBLES 4.2 handouts and task cards, pencil per student
**DAY SIX**

**Lesson Summative Objective:** Students will be able to explain how the principles of intensity and progression apply to physical activity.

**Introduction Activity:** Practice drive serve.

**Fitness Activity:** Mission Push-Up Possible (Middle/ and High School Physical Best Activity Guide, 72)

*Fitness Concept:* Muscular Strength and Endurance with the concentration on intensity and progression.

**Lesson Focus/Skills:** Volley- (forehand and backhand).

**Culminating Activity:** Partner Volley

**Two Lesson Objectives:**

**Psychomotor/Fitness:** Students will be able to identify and perform push-ups that are appropriate for their individual fitness level.

**Cognitive:** Students will be able to explain how the principles of intensity and progression apply to fitness activity.

**National Standards:**

**Standard 3:** Participates regularly in physical activity.

**Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

**Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Benchmarks:**

9.3.1 Identify available community resources that promote an active lifestyle.

9.3.2 Identify physical activities that contribute to the improvement of specific fitness components (i.e. cardiovascular, strength, body composition, flexibility).
9.4.3 Demonstrate knowledge and an understanding of basic principles of exercise physiology, nutrition, and chemical substances and their effects on the physical performance of the body.
9.5.2 Understand benefits of physical education on social and emotional well-being.
9.6.2 Develop strategies for inclusion of others in physical activity.

Assessments to Meet Objectives:
Students will fill out REPRODUCIBLES 4.7 handout. Teacher observation.

Technology or Rational Why Not Used:
Mission Push-Up Possible (Middle/ and High School Physical Best Activity Guide, 72) REPRODUCIBLES 4.7 handouts, cards and charts

Adaptations and Challenges:
Provide different options of exercises with students with different disabilities.

Equipment: paddles, balls, nets, courts, REPRODUCIBLES 4.7 handouts, REPRODUCIBLES 4.7 cards and charts, large envelope with “Mission Push-Up Possible” written on the outside(one envelope for every 4 students), 2 colored markers per envelope, 1 chair for every group, 1 bench for every group, 1 mat for every group, 1 sheet of chart paper for every group, wall tape, music, stereo
Lesson Summative Objective: Students will be able to practice personal responsibility and leadership through teaching their peers during fitness activity. Students will be able to correctly use the lob during the culminating activity practice.

Introduction Activity: Practice forehand and backhand volley with a partner.

Fitness Activity: Resistance Band Repetitions (Middle/ and High School Physical Best Activity Guide, 75) *3 Day Activity*
Fitness Concept: Muscular Strength and Endurance with the concentration on intensity and progression.

Lesson Focus/Skills: Lob

Culminating Activity: Forehand, Backhand and Lob Continuous Practice

Two Lesson Objectives:
Psychomotor/Fitness: Students will be able to understand the concepts of intensity and progression as applied to muscular strength and endurance.
Affective: Students will be able to practice personal responsibility and leadership through teaching their peers during fitness activity.

National Standards:
Standard 3: Participates regularly in physical activity.
Standard 4: Achieves and maintains a health-enhancing level of physical fitness.
Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

 Benchmarks:
9.3.2 Identify physical activities that contribute to the improvement of specific fitness components (i.e. cardiovascular, strength, body composition, flexibility).
9.4.2 Identify and evaluate personal physiological response to exercise.
9.4.3 Demonstrate knowledge and an understanding of basic principles of exercise physiology, nutrition, and chemical substances and their effects on the physical performance of the body.
9.5.1 Demonstrate safe and appropriate use and care of equipment and facilities.
9.5.2 Understand benefits of physical education on social and emotional well-being.

Assessments to Meet Objectives:
Ask students to describe how resistance and repetition can be used to create intensity and progression in muscular development.
Ask volunteers to demonstrate an exercise they learned today. Ask the rest of the class what muscle group it works.
Use the resistance Band Log over a period of classes, and note any improvements in resistance and repetitions.

Technology or Rational Why Not Used:
Resistance Band Repetitions (Middle/ and High School Physical Best Activity Guide, 75) REPRODUCIBLES 4.8 Log Sheet

Adaptations and Challenges:
Position students with auditory or visual impairments in such a way to see and hear the other groups’ demonstrations.

Equipment: paddles, balls, nets, courts, 1 mat per students, 1 resistance band per student, 1 pencil per students, REPRODUCIBLES 4.8 Log Sheet per student
DAY EIGHT

Lesson Summative Objective: Students will be able to understand the concepts of intensity and progression as applied to muscular strength and endurance. Students will be able to list the rules of the game while teacher is asking for choral response.

Introduction Activity: Practice the lob with a partner.

Fitness Activity: Resistance Band Repetitions (Middle/ and High School Physical Best Activity Guide, 75) *3 Day Activity*
Fitness Concept: Muscular Strength and Endurance with the concentration on intensity and progression.

Lesson Focus/Skills: Rules of the game.

Culminating Activity: Serve Challenge

Two Lesson Objectives:
Psychomotor/Fitness: Students will be able to understand the concepts of intensity and progression as applied to muscular strength and endurance.
Affective: Students will be able to practice personal responsibility and leadership through teaching their peers during fitness activity.

National Standards:
Standard 3: Participates regularly in physical activity.
Standard 4: Achieves and maintains a health-enhancing level of physical fitness.
Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Benchmarks:
9.3.2 Identify physical activities that contribute to the improvement of specific fitness components (i.e. cardiovascular, strength, body composition, flexibility).
9.4.2 Identify and evaluate personal physiological response to exercise.
9.4.3 Demonstrate knowledge and an understanding of basic principles of exercise physiology, nutrition, and chemical substances and their effects on the physical performance of the body.
9.5.1 Demonstrate safe and appropriate use and care of equipment and facilities.
9.5.2 Understand benefits of physical education on social and emotional well-being.

Assessments to Meet Objectives:
Ask students to describe how resistance and repetition can be used to create intensity and progression in muscular development.
Ask volunteers to demonstrate an exercise they learned today. Ask the rest of the class what muscle group it works.
Use the resistance Band Log over a period of classes, and note any improvements in resistance and repetitions.

Technology or Rational Why Not Used:
Resistance Band Repetitions (Middle/ and High School Physical Best Activity Guide, 75) REPRODUCIBLES 4.8 Log Sheet

Adaptations and Challenges:
Position students with auditory or visual impairments in such a way to see and hear the other groups’ demonstrations.

Equipment: paddles, balls, nets, courts, 1 mat per students, 1 resistance band per student, 1 pencil per students, REPRODUCIBLES 4.8 Log Sheet per student
Lesson Summative Objective: Students will be able to understand the concepts of intensity and progression as applied to muscular strength and endurance. Students will be able to practice personal responsibility and leadership through teaching their peers during fitness activity.

Introduction Activity: Pickle Ball Quiz

Fitness Activity: Resistance Band Repetitions (Middle/ and High School Physical Best Activity Guide, 75) *3 Day Activity*
Fitness Concept: Muscular Strength and Endurance with the concentration on intensity and progression.

Lesson Focus/Skills: Strategy and game-like drills.

Culminating Activity: Continue with game-like drills

Two Lesson Objectives:
Psychomotor/Fitness: Students will be able to understand the concepts of intensity and progression as applied to muscular strength and endurance.
Affective: Students will be able to practice personal responsibility and leadership through teaching their peers during fitness activity.

National Standards:
Standard 3: Participates regularly in physical activity.
Standard 4: Achieves and maintains a health-enhancing level of physical fitness.
Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Benchmarks:
9.3.2 Identify physical activities that contribute to the improvement of specific fitness components (i.e. cardiovascular, strength, body composition, flexibility).
9.4.2 Identify and evaluate personal physiological response to exercise.
9.4.3 Demonstrate knowledge and an understanding of basic principles of exercise physiology, nutrition, and chemical substances and their effects on the physical performance of the body.
9.5.1 Demonstrate safe and appropriate use and care of equipment and facilities.
9.5.2 Understand benefits of physical education on social and emotional well-being.

Assessments to Meet Objectives:
Written Quiz
Ask students to describe how resistance and repetition can be used to create intensity and progression in muscular development.
Ask volunteers to demonstrate an exercise they learned today. Ask the rest of the class what muscle group it works.
Use the resistance Band Log over a period of classes, and note any improvements in resistance and repetitions.

Technology or Rational Why Not Used:
Resistance Band Repetitions (Middle/ and High School Physical Best Activity Guide, 75) REPRODUCIBLES 4.8 Log Sheet
Pickle Ball Quiz:
http://www.msu.edu/~olsenzeb/Pickle%20Ball%20Quiz.htm

Adaptations and Challenges:
Position students with auditory or visual impairments in such a way to see and hear the other groups’ demonstrations.

Equipment: paddles, balls, nets, courts, 1 mat per students, 1 resistance band per student, 1 pencil per students, REPRODUCIBLES 4.8 Log Sheet per student, quiz for each student
**DAY TEN**

**Lesson Summative Objective:** Students will be able to demonstrate the ability to perform certain stretches correctly. Students will be able to demonstrated their knowledge of Pickle ball rules through a lead up game.

**Introduction Activity:** Game-like drills

**Fitness Activity:** Flexibility Fling (Middle/ and High School Physical Best Activity Guide, 90)

*Fitness Concept:* Flexibility- the ability to move a joint through a complete range of motion.

**Lesson Focus/Skills:** Lead up game.

**Culminating Activity:** Service Challenge

**Two Lesson Objectives:**

**Psychomotor/Fitness:** Students will be able to demonstrate ability to perform a variety of stretches.

**Cognitive:** Students will be able to list and explain two unsafe stretching practices.

**National Standards:**

**Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

**Benchmarks:**

9.2.1 Synthesize previously learned strategies into advanced game strategies.
9.2.2 Analyze and evaluate information about complex motor (movement) activities that lead to improved physical performance.
9.4.2 Identify and evaluate personal physiological response to exercise.
9.4.3 Demonstrate knowledge and an understanding of basic principles of exercise physiology, nutrition, and chemical substances and their effects on the physical performance of the body.
Assessments to Meet Objectives:
Students will write a definition of good flexibility on a note card in their own words.

Technology or Rational Why Not Used:
Flexibility Fling (Middle/ and High School Physical Best Activity Guide, 90) REPRODUCIBLES flexibility task and benefit cards and unsafe stretching risk cards

Adaptations and Challenges: Use both verbal and visual aids.

Equipment: paddles, balls, nets, courts, 1 note card per student, 1 pencil per student, one large cardboard box, 1 frisbee, REPRODUCIBLES flexibility task and benefit cards and unsafe stretching risk cards
**DAY ELEVEN**

**Lesson Summative Objective:** Students will be able to perform stretches using the correct form. Students will be able to work with partner and help them to identify unsafe stretching practices. Students will be able to demonstrate their knowledge of Pickle Ball through Singles play.

**Introduction Activity:** Racket Handling skills with ball (bouncing on racket face).

**Fitness Activity:** All Star Stretches (Middle/ and High School Physical Best Activity Guide, 92)

*Fitness Concept:* Flexibility - Health Benefits

**Lesson Focus/Skills:** Game play (Singles).

**Culminating Activity:** Tournament

**Two Lesson Objectives:**

**Psychomotor/Fitness:** Students will be able to perform stretches using the correct form.

**Affective:** Students will be able to work with partner and help them to identify unsafe stretching practices.

**National Standards:**

**Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

**Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Benchmarks:**

9.2.1 Synthesize previously learned strategies into advanced game strategies.
9.2.2 Analyze and evaluate information about complex motor (movement) activities that lead to improved physical performance.
9.4.2 Identify and evaluate personal physiological response to exercise.
9.5.1 Demonstrate safe and appropriate use and care of equipment and facilities.
9.5.2 Understand benefits of physical education on social and emotional well-being.

**Assessments to Meet Objectives:**
Teacher observation and polling class.

**Technology or Rational Why Not Used:**
All Star Stretches (Middle/ and High School Physical Best Activity Guide, 92) REPRODUCIBLES flexibility task and benefit cards, unsafe stretching risk cards, guidelines for safe stretching poster, benefits for good flexibility poster

**Adaptations and Challenges:**
Use towels, belts, neckties or rope as stretching straps or resistance bands.

**Equipment:** paddles, balls, nets, courts, REPRODUCIBLES flexibility task and benefit cards, unsafe stretching risk cards, guidelines for safe stretching poster, benefits for good flexibility poster
**DAY TWELVE**

**Lesson Summative Objective:** Students will be able to demonstrate their knowledge of Pickle Ball through Doubles play.

**Introduction Activity:** Racket Handling skills with ball (bouncing on racket face) relay.

**Fitness Activity:** Type Cast (Middle/ and High School Physical Best Activity Guide, 95)
*Fitness Concept:* Flexibility - Specificity

**Lesson Focus/Skills:** Game play (Doubles).

**Culminating Activity:** Tournament

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**Two Lesson Objectives:**

**Psychomotor/Fitness:** While performing stretch students will be able to identify specific muscle groups used in particular sports or activities.

**Cognitive:** Students will learn how to apply the principles of specificity in the area of flexibility.

**National Standards:**

**Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

**Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Benchmarks:**

9.2.1 Synthesize previously learned strategies into advanced game strategies.

9.2.2 Analyze and evaluate information about complex motor (movement) activities that lead to improved physical performance.

9.4.2 Identify and evaluate personal physiological response to exercise.

9.5.1 Demonstrate safe and appropriate use and care of equipment and facilities.
9.5.2 Understand benefits of physical education on social and emotional well-being.

**Assessments to Meet Objectives:**
Collect all index cards with student’s activity suggestions written on them. As a class review and evaluate them. As a whole class have students name the muscle group(s) stretched at each station.

**Technology or Rational Why Not Used:**
No REPRODUCIBLES for this lesson.

**Adaptations and Challenges:**
Allow students with disabilities to attempt to perform activities prior to incorporating modifications. Tape arrows on the wall or floor to direct students to the next station.

**Equipment:** paddles, balls, nets, courts, blank index cards, 1 pencil per group, relaxing music, stereo
RESOURCES

Day 1-
Fitness Activity:
Aerobic Benefit Hunt (Middle/ and High School Physical Best Activity Guide, 28)

Lesson Focus:
http://www.msu.edu/~olsenzeb/Lessons%20and%20Units.htm

The game of pickle-ball is a slowed down version of tennis which stresses control, patience, and strategy rather than strength or speed. The game itself utilizes skills associated with tennis. Some physical education instructors use the game as a good skill developer for the forehand and backhand drives, lobs, and volleys. Because the player has to bend his/her knees to get low enough to stroke the ball properly, it is used as a good developer for this element of tennis. It also aids in the development of hand-eye coordination, fitness levels, and in game strategy.

Pickle-ball can be played in a number of venues; the surface of the court must be hard enough so that the plastic ball will bounce. Therefore, it is not unusual to see pickle-ball courts set up inside on a gymnasium floor or on a concrete or blacktop playground surface. While official pickle-ball equipment can be purchased at a reasonable price from many sporting equipment suppliers, the square headed paddles can be made from a good quality ply-wood, a piece nylon for a safety strap, and wooden handles. Whiffleballs the size of a baseball or softball may also be used, and generally the smaller the ball the faster the game. Because the equipment is generally inexpensive, pickle-ball is an attractive game not only for class but also for recreational and intramural tournament play.

Equipment

Paddle-The official pickle-ball racquet is generally made of hardwood or a good quality plywood. The squared-off head should not exceed 8 inches in width nor 15 ½ inches in length. A racquetball paddle, any strung paddle, or paddle with holes is not legal. A cord should be attached to the butt end of the handle for safety purposes; the wrist should be inserted through the cord so the paddle does not come off during play.

Balls- The official perforated ball used in pickle-ball is 3 inches in diameter. Various sizes of whiffle balls may be used in physical education class. Generally, the larger the ball, the slower the game. For smaller children, the larger ball is easier to strike and to “watch” into the hitting area.
Net- A badminton or a tennis net may be used in the game of pickle-ball. Wooden standards may be constructed and strung across gymnasium floor to make up several pickle-ball courts for class play.

Day 2-
**Fitness Activity:**
Wanderer (Middle/ and High School Physical Best Activity Guide, 30)

**Lesson Focus:**
http://www.msu.edu/~olsenzeb/Lessons%20and%20Units.htm

**Terminology**

**Approach shot**- A shot hit inside the baseline while approaching the net.

**Backcourt**- The area near the non-volley zone and baseline.

**Backhand**- Stroke hit on the opposite side of the hand holding the paddle.

**Baseline**- The end line of the pickle ball court.

**Drive**- A low shot that is hit near the opponents back-court.

**Drop Shot**- A ground stroke hit in such a way that the ball drops just over the net into the non-volley zone.

**Error**- A mistake made by a player during competition.

**Fault**- A serve that lands out-of-bounds or out of court area.

**Foot Fault**- Failure on the server’s part to keep at least one foot on the baseline during the serve.

**Forehand**- The shot hit on the right side of a right side of a right handed player and vice versa.

**Let**- Any point that must be replayed.

**Let serve**- A serve that touches the top of the net and falls into the proper service court; it must be replayed.

**Lob**- A ball hit sufficiently high to pass over the reach of an opponent but falls within the court.

**Non-volley zone**- 7 foot area on either side of the net. A player may not step into non-volley zone to play a ball before it bounces or on the follow-through of a stroke.

**Pace**- The speed of the ball during play.

**Placement**- A shot hit inbounds and untouched by an opponent.

**Poach**- To cross over into your partner’s territory to play a ball normally played by your partner.

**Culminating Activity:**
Wanderer (Middle/ and High School Physical Best Activity Guide, 30)
Day 3-
**Introduction Activity:** Heartbeat Stations (Middle/ and High School Physical Best Activity Guide, 40) REPRODUCIBLES 3.7 score sheet

Day 4-
**Fitness Activity:**
Imposter-or Not? (Middle/ and High School Physical Best Activity Guide, 56) REPRODUCABLES 4.1 worksheet

**Lesson Focus:**
http://www.msu.edu/~olsenzeb/Lessons%20and%20Units.htm

**How to Perform a Serve**

1. The player must keep one foot behind the back line when serving. Some part of the server's feet must stay in contact with the ground until the ball is hit. The feet must not be lifted or dragged while serving. No faking or delay tactics are allowed before the serve. For example, a player can't fake a serve before actually hitting the ball.
2. The racket-head must be below the server's hand at the moment of impact between the racket and ball.
3. The entire ball must be below the server's waist before the ball is hit.
4. The first forward movement of the server's racket is the start of the service. The server's forward movement must be continuous.
5. The server is not allowed to swing in a forward-backward-forward motion or forward stop-forward movement during a serve.

Day 5-
**Fitness Activity:**
Go for the Team Gold (Middle/ and High School Physical Best Activity Guide, 59) REPRODUCIBLES 4.2 handouts

**Lesson Focus:**
http://www.msu.edu/~olsenzeb/Lessons%20and%20Units.htm

**How to Perform a Serve**

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5. The server is not allowed to swing in a forward-backward-forward motion or forward stop-forward movement during a serve.

Day 6-
**Fitness Activity:**
Mission Push-Up Possible (Middle/ and High School Physical Best Activity Guide, 72) REPRODUCIBLES 4.7 handouts, cards and charts

Day 7-
**Fitness Activity:**
Resistance Band Repetitions (Middle/ and High School Physical Best Activity Guide, 75) REPRODUCIBLES 4.8 Log Sheet

Day 8-
**Fitness Activity:**
Resistance Band Repetitions (Middle/ and High School Physical Best Activity Guide, 75) REPRODUCIBLES 4.8 Log Sheet

**Lesson Focus:**

**OFFICIAL PICKLE-BALL RULES**

1. **COURT**-- The size of the court is 20' x 44' for both doubles and singles. The net is hung at 36" on ends, and hangs 34" in the middle. When laying out a court, allow adequate space at each end and sides of the court boundary lines for player movement. (Three to five feet on ends and one to two feet on sides.) However, it should be noted that many family's play Pickle-ball with little or no back and side court and enjoy the game.

![THE PICKLE-BALL COURT](image)

2. **SERVE**-- Player must keep one foot behind the back line when serving. The serve is made underhand. The paddle must pass below the waist. The server must hit the ball in the air on the serve. He is NOT allowed to bounce it, then hit it. The service is made diagonally cross court and must clear the
non-volley zone. Only one serve attempt is allowed, EXCEPT if the ball touches the net on the serve and lands in the proper service court. Then the serve may be played over. At the start of each new game, the 1st team is allowed only ONE fault before giving up the ball to the opponents. Thereafter both members of each team will serve and fault before the ball is turned over to the opposing team. When receiving team wins the serve, the player in the right hand court will always start play.

3. VOLLEY-- To volley a ball means to hit it in the air without first letting it bounce. All volleying must be done with player's beet BEHIND the non-volley zone line. NOTE: It is a fault if the player steps over the line on his volley follow though.

4. DOUBLE BOUNCE RULE--Each team must play their first shot off the bounce. That is, the receiving team must let the serve bounce, and the serving team must let the return of the serve bounce before playing it. After the bounces have occurred, the ball can be either volleyed or played off the bounce.

5. FAULT--
   a. Hitting the ball out of bounds
   b. Not clearing net
   c. Stepping into the non-volley zone and volleying the ball
   d. Volleying the ball before it has bounced once on each side of the net as outlined in rule 4

6. SCORING- A team shall score a point only when serving. A player who is serving shall continue to do so until a fault is made by his team. The game is played to 11 points; however, a team must win by 2 points.

Culminating Activity:

Day 9-  
Introduction Activity: http://www.msu.edu/~olsenzeb/Pickle%20Ball%20Quiz.html

Pickle Ball Quiz
Name _____________ Score: /15
1. Pickle ball obtained its name from which of the following?
a. A cat named Pickles that followed the ball with its head as it went back and forth.
b. The inventors last name was Pickles
c. The inventor lived in Pickle, Washington.
d. A dog named Pickles who would chase and get the ball if it was hit out of play.

2. While serving the server must have which of the following?
   a. One foot on the back line
   b. Two feet on the back line
   c. One foot behind the back line
   d. Two feet behind the back line

3. Name three pieces of equipment associated with pickle ball.
   ____________  
   ____________  

4. T or F Pickle Ball is an easy and inexpensive game to play.

5. The serving side has to let the return of the serve bounce ____________ before returning the shot.
   a. can hit the ball without there being a bounce
   b. 1 time
   c. 2 times
   d. it can bounce either one or two times and still be legal

6. All services must be below what? ____________

7. Bobby is serving the ball. He serves it and Billy returns it so that Bobby can’t return it. What happens?
   a. Bobby serves again
   b. It is a side out and Billy serves
   c. They replay the point
   d. The game is over

8. Bobby and Billy are tied at 10 in a game to 11. Bobby is serving. He hits the ball past Billy. What is the outcome?
   a. Bobby gets 1 point and wins the game.
   b. Billy gets a point and wins the game.
   c. Billy gets to serve.
   d. They continue playing until one of them wins by 2 points.

9. The ball can be volleyed during rally only after ____________ bounce(s).
   a. 1 c. 3
   b. 2 d. 4
10. Name two shots that are used during a pickle ball game.
_____________

11. T or F Services must be made cross-court.
12. T or F If the ball hits the net but goes into the proper service court, the server does NOT get another chance to serve.
13. T or F In a doubles match, both players have the opportunity to serve before the ball is turned over to the other side, with the exception that the first team to serve gets only one serving opportunity.
14. T or F You can volley a service as long as you have both feet behind the non-volley zone line.
15. T or F During Class it is okay to drop or throw your racket on the floor when your time is up or game is over.

******************************
Answer Sheet
1. D
2. C
3. paddle, ball, playing area, net
4. T
5. B
6. waist
7. B
8. D
9. B
10. lob, overhead, smash, passing, backhand, drop
11. T
12. F
13. T
14. F
15. F

**Fitness Activity:**
Resistance Band Repetitions (Middle/ and High School Physical Best Activity Guide, 75) REPRODUCIBLES 4.8 Log Sheet
Day 10-
**Fitness Activity:**
Flexibility Fling (Middle/ and High School Physical Best Activity Guide, 90) REPRODUCIBLES flexibility task and benefit cards and unsafe stretching risk cards

Day 11-
**Fitness Activity:**
All Star Stretches (Middle/ and High School Physical Best Activity Guide, 92) REPRODUCIBLES flexibility task and benefit cards, unsafe stretching risk cards, guidelines for safe stretching poster, benefits for good flexibility poster

Day 12-
**Fitness Activity:**
Type Cast (Middle/ and High School Physical Best Activity Guide, 95)
ASSESSMENTS

Name: _______________________ Period: __
Place a X in the box for each try if the skill was demonstrated.

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<td>One foot behind line:</td>
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<td>Paddle below waist:</td>
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<td>Diagonally cross court:</td>
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Pickle Ball Quiz

Name_____________ Score: /15
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   e. One foot on the back line
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   g. One foot behind the back line
   h. Two feet behind the back line
3. Name three pieces of equipment associated with pickle ball.
   _____________
   _____________
4. T or F Pickle Ball is an easy and inexpensive game to play.
5. The serving side has to let the return of the serve bounce _____________ before returning the shot.
   a. can hit the ball without there being a bounce
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   c. 2 times
   d. it can bounce either one or two times and still be legal
6. All services must be below what? _____________
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19. T or F During Class it is okay to drop or throw your racket on the floor when your time is up or game is over.

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5. B
6. waist
7. B
8. D
9. B
10. lob, overhead, smash, passing, backhand, drop
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TECHNOLOGY

- Middle/ and High School Physical Best Activity Guide
  Includes charts, work sheets, score sheets and posters.

- Websites
  http://www.msu.edu/~olsenzeb/Lessons%20and%20Units.htm
  http://www.pickleball.com/default.asp