



# TOOLS FOR LEARNING **PICKLEMINTON**

INTERMEDIATE (3-5)

The Virginia Standards of Learning Project

THE AMP LAB  SUNY Cortland

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# TOOLS FOR LEARNING **PICKLEMINTON**

INTERMEDIATE (3-5)

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In partnership with the SUNY Cortland AMP Lab.

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## MODULE OVERVIEW

### ABOUT THIS MODULE

Striking an object with a short-handled implement has never been this fun! This module provides a developmentally appropriate lead-up to net games like pickleball and badminton. Implement this module in full with older, more skilled students. Or, remove the 1V1/2V2 activities and focus on the basics.

- **Standard 1 [3.a]** Strike ball/object with short handled implement upward and forward (a).
- **Standard 1 [4.a,f]** Demonstrate mature form for specialized locomotor, non-locomotor, and manipulative skill combinations in game and modified sports activities, to include striking a ball with short-handled and long-handled implement, and underhand volley/strike (a); Provide appropriate feedback to a peer to improve performance (f).
- **Standard 1 [5.a,d,e,f,g]** Demonstrate mature form in locomotor, non-locomotor, and manipulative skill combinations in more complex and dynamic environments and modified sports activities, to include consecutive striking with a partner over a net or against a wall, and striking a ball while stationary and moving (a); Demonstrate use of space in a variety of activities (d); Demonstrate accuracy in a variety of activities (e); Demonstrate use of force in a variety of activities (f); Apply concepts of direction and force to strike an object with purpose and accuracy (g).

*Additional standards and outcomes listed on activity plans.*

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## MODULE OVERVIEW

### PLANNING COMPLETE LESSONS

Each skill-building activity in this module is meant to be one part of a complete lesson. The authors recommend the following formula for creating a 30- to 45-minute lesson:

Instant Activity (not on block plan)	5-10 minutes
+ Skill Activity with Debrief	10-15 minutes
+ Skill Activity with Debrief	10-15 minutes
+ Check for Understanding	5 minutes

**Important:** Suggestions are what they say they are: suggestions. All OPEN materials are offered in MS Word format so that you can easily modify our suggestions to meet the needs of your students.

### ASSESSMENT

Five types of assessment are provided as a part of this module. However, there are many different ways for teachers and students to assess and evaluate student learning and skill development.

#### **Self-Assessment Worksheet:**

This simple self-assessment provides each student with a structure for reflecting on current skill level, setting a goal for growth and development, and then reassessing progress toward that goal.

The authors recommend that students complete this form as a pre-assessment on the day that skills are first introduced. For example, during the module's first lesson, students participate in the activity Hello Paddle. At the end of this activity, students would complete the *Pre* and *Goal* columns for Grip, Serve, Forehand, Backhand, and Etiquette would not be completed until a future lesson introduces those skills. A post-assessment for all skills would then be completed during the Module's Station Day lesson.

When evaluating a student's performance in using the Self-Assessment Worksheet, the student's score should be based on the process and quality of self-reflection, not the student's ability to score a full column of smiles or stars. Here is a sample rating scale for Self-Assessment evaluation:

- Well Below Competence (1): Was present, but refused to complete the Self-Assessment.
- Lacks Competence (2): Completed each assessment with little effort. Student pre- and post-assessments do not match teacher-observed skill performance.
- Competent (3): Most skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection is present.
- Proficient (4): All skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection and a regard for quality of work is present.

*NOTE: The evaluation scale suggested for the Self-Assessment is consistent with the scale used for the Holistic Rubrics discussed below. This consistency allows teachers to average several scores for the sake of a final evaluation or grade.*

## MODULE OVERVIEW

## ASSESSMENT

**Holistic Rubric for Performance:**

The Holistic Rubric can be used as a both formative and summative assessment within the module. Providing students with the rubric's criteria early in the module will allow for discussion and formative evaluation throughout activities and lessons.

Two rubrics are given for teachers to choose from based completely on preference. The Single Holistic Rubric provides one set of criteria including both skill and personal and social responsibility (PSR) characteristics. The Dual Holistic Rubric separates skill and PSR characteristics, providing two sets of criteria to be evaluated separately. Either rubric can be completed in full on the Module's Station Day, providing a final holistic evaluation of each student's performance.

**Academic Language Quiz**

A short academic language quiz is provided as a knowledge-based assessment. Each quiz is designed to provide a basic assessment of student understanding of a few of the module's critical academic language vocabulary words. We encourage you to use this format to create your own custom quizzes.

The format of each question has been written and optimized for use with Plickers, a data collection tool available for Apple and Android devices. To learn more about Plickers visit: [www.plickers.com](http://www.plickers.com)

**Peer Assessment Worksheet**

This worksheet can be used as a guide for students, allowing them to record performance data based on skill cues and performance criteria. The worksheet also provides ideas and assistance for making critical feedback positive and constructive.

Evaluation of peer assessments can be based on several aspects of this interactive process and can include: (for evaluator) accuracy of evaluation and quality and effectiveness of feedback; (for performer) skill performance, acceptance, and application of feedback.

**SMART Goal Guidelines**

This goal-setting page helps students define SMART Goals and walks them through the process of setting goals that meet the outlined criteria. There is space for students to reflect as well as tools for measuring progress toward goals. Again, the authors emphasize the need to evaluate these types of assessments with a focus on process and quality of work, rather than a single grade based on whether or not students hit their goals.

MODULE OVERVIEW

SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Suggested Academic Language
1	Hello Paddle + Pancake Flipper	Balance, Catch, Direction, Etiquette, Force, Movement Concepts, Open Space, Personal Responsibility, Toss, Strike
2	Pancake Flipper + Birdie in the Cage	Direction, Force, Strike, Serve, Etiquette
3	Birdie in the Cage + Splat the Spot	Accuracy, Direction, Force, Forehand Strike, Backhand Strike, Open Space, Strike
4	Birdie in the Cage + Peer Assessment	Assessment, Constructive Criticism, Feedback, Forehand Strike, Respect, Strike
5	Splat the Spot + Time To Get SMART	Accuracy, Assessment, SMART Goals, Heart Rate, Pedometers, Placement, Carotid Pulse, Radial Pulse, Health-Related Fitness, Skill-Related Fitness, Pre-test, Post-test, Strategy
6	Birdie in the Cage + Time To Get SMART	Accuracy, Assessment, SMART Goals, Heart Rate, Pedometers, Placement, Carotid Pulse, Radial Pulse, Health-Related Fitness, Skill-Related Fitness, Pre-test, Post-test, Strategy
7	1V1 PICKLEMINTON	Etiquette, Integrity, Movement Concepts, Conflict Resolution
8	2V2 PICKLEMINTON	Etiquette, Integrity, Corrective Feedback, Conflict Resolution
9	Station Day	Academic Language Review

MATERIALS LIST

QTY	NAME	CODE	 USGAMES.COM
24	Low Profile Cones	1255690	<a href="#">Link to e-Store</a>
24	12" (or 18") Cones	1093452	<a href="#">Link to e-Store</a>
24	Paddles	1257182	<a href="#">Link to e-Store</a>
24	Bean Bags	1064179	<a href="#">Link to e-Store</a>
120	Poly Spot Markers	6070	<a href="#">Link to e-Store</a>
12	Hula Hoops	02160	<a href="#">Link to e-Store</a>
36	Birdies (Shuttlecocks)	1297942	<a href="#">Link to e-Store</a>
24	Whiffle/Foam Balls (Variety)	426506	<a href="#">Link to e-Store</a>
12	Jump Ropes	1172546	<a href="#">Link to e-Store</a>
24	Pedometers	1277210	<a href="#">Link to e-Store</a>
6	Task Tents	1389878	<a href="#">Link to e-Store</a>
			<b>OPENPhysEd.org</b>
	Academic Language Cards		<a href="#">OPENPhysEd.org</a>
	Pickleminton Cue Cards		<a href="#">OPENPhysEd.org</a>
	Station Cards		<a href="#">OPENPhysEd.org</a>
	Various Assessment Tools		<a href="#">OPENPhysEd.org</a>



## HELLO PADDLE

### STUDENT TARGETS

- **Skill:** I will balance a beanbag on my paddle while walking.
- **Cognitive:** I will be able to recite the cues for gripping the paddle.
- **Fitness:** I will actively engage in physical education class without a reminder from the teacher.
- **Personal & Social Responsibility:** I will move carefully and safely in open space while balancing the bean bag.

### TEACHING CUES

- Paddle Grip
- Shake Hands with the Paddle
  - Soft Squeeze
  - Lock Wrist

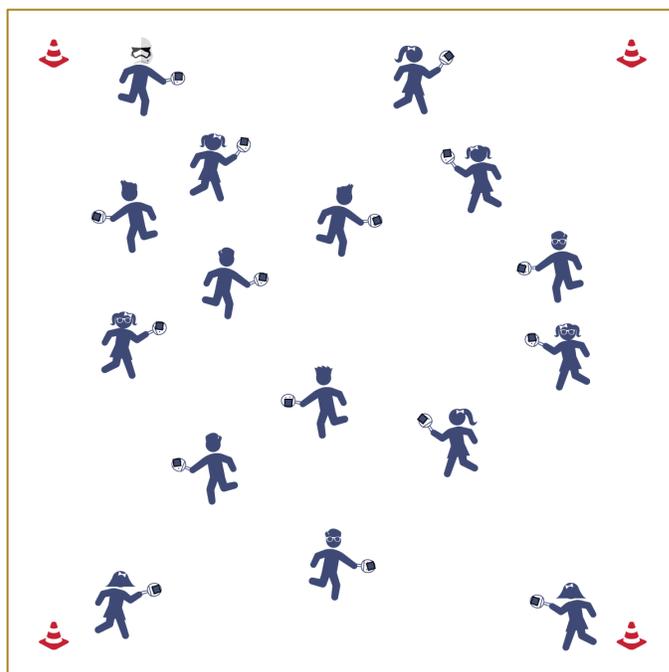
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 4 low profile cones
- 1 paddle per student
- 1 bean bag per student

#### Set-Up:

1. Use cones to designate a large activity area.
2. Place paddles throughout the activity area. 1 bean bag on top of each paddle.
3. Each student standing/sitting next to a paddle.



#### Activity Procedures:

1. Today's activity is called Hello Paddle. We are going to practice handling the paddle by balancing the bean bag on top of it.
2. When I say "GO," begin walking around the activity area while you balance the bean bag on the paddle. Be careful that you don't bump into anyone else so that everyone stays safe. Freeze when you hear the stop signal.
3. Repeat the activity using additional locomotor movements (e.g., skipping, galloping).

#### Grade Level Progression:

- 3<sup>rd</sup>: Play the activity as described above.
- 4<sup>th</sup>: Students see how many peers they can low-five without dropping the bean bag off the paddle.
- 5<sup>th</sup>: Students attempt to switch bean bags with as many classmates as they can by tossing and catching while remaining in control.

HELLO PADDLE

UNIVERSAL DESIGN ADAPTATIONS

- **Adaptation:** Slow students down: tell them that their feet are super heavy and they must move in slow motion.
- **Extension:** Have students use multiple locomotor movements, change speeds, or change levels.

ACADEMIC LANGUAGE

Balance, Catch, Etiquette, Open Space, Personal Responsibility, Toss, Strike

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [3.a]** Demonstrate the critical elements for overhand throw and catch using a variety of objects; control, stop, and kick ball to stationary and moving partners/objects; dribble with dominant/preferred hand/foot; pass a ball to a moving partner; strike ball/object with short handled implement upward and forward; strike/bat ball off tee (correct grip, side to target, hip rotation); jump/land horizontally (distance) and vertically (height) (a).
- **Standard 1 [4.a]** Demonstrate mature form for specialized locomotor, non-locomotor, and manipulative skill combinations in game and modified sports activities, to include striking a ball with short-handled and long-handled implement, and underhand volley/strike (a).
- **Standard 1 [5.a,d]** Demonstrate mature form in locomotor, non-locomotor, and manipulative skill combinations in more complex and dynamic environments and modified sports activities, to include overhand consecutive striking with a partner over a net or against a wall, and striking a ball while stationary and moving (a); Demonstrate use of space in a variety of activities (d).
- **Standard 2 [3.a]** Apply the concept of open space while moving (a).
- **Standard 4 [4.c]** Define etiquette and demonstrate appropriate etiquette and application of rules and procedures (c).

DEBRIEF QUESTIONS

- **DOK 1:** Can you remember the cues for gripping the paddle?
- **DOK 2:** How does the grip affect your ability to keep the beanbag balanced?
- **DOK 3:** How would you adapt this activity to make it more difficult? Make it easier?

TEACHING STRATEGY FOCUS

**Identify critical content:** Establish critical content for the duration of the module using the Self-Assessment and Holistic Rubric criteria. Take time at the end of the first lesson to go over all of the criteria with your class. This will frame expectations for students and provide purpose for their skill practice and effort.

**PANCAKE FLIPPER**

STUDENT TARGETS

- **Skill:** I will catch the beanbag on my paddle after I toss it up in the air.
- **Cognitive:** I will discuss some of the challenges I faced when flipping my paddle to catch the beanbag.
- **Fitness:** I will actively engage in physical education class without a reminder from the teacher.
- **Personal & Social Responsibility:** I will praise others for their success in their movement skills.

TEACHING CUES

- Balance
- Toss with Control
- Give with the Paddle

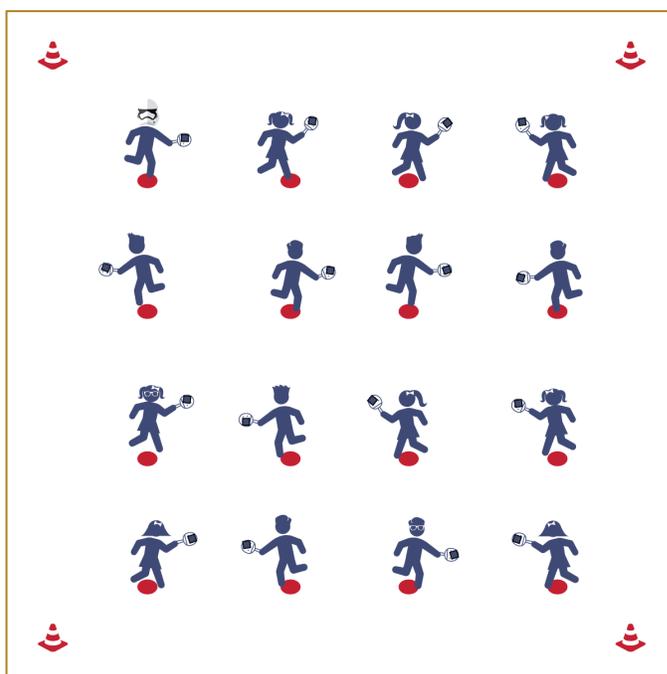
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- 1 paddle per student
- 1 bean bag per student
- 1 poly spot per student

**Set-Up:**

1. Place the poly spots evenly throughout the activity area.
2. Place a paddle and a bean bag on each poly spot.
3. Each student standing/sitting on a poly spot.



**Activity Procedures:**

1. Today’s activity is called Pancake Flipper. We are going to practice our ability to control the paddle during Pickleminton games.
2. Place the bean bag on your paddle. When I say “GO,” flip the pancake (bean bag) in the air and try to get it to safely land back in its pan (on the paddle) as many times as you can. Freeze when you hear the stop signal.
3. Next, students flip the pancake into the air, catch the pancake with their free hand, toss the pancake back into the air, and then catch the pancake with the pan (paddle) as many times as they can.
4. If students excel in the activities above, play Pancake PIG: students add a twist to the basic tossing and catching by attempting to also perform tricks (e.g., toss and catch behind their back, toss under their leg and catch the bean bag, toss the bean bag and catch on a body part). With students in a group, one student will perform the trick with their pancake and the other students in the group will mimic that trick. If any students in the group cannot do the trick, then they get a letter from the word “PIG” (similar to HORSE in basketball).

**Grade Level Progression:**

- 3<sup>rd</sup> & 4<sup>th</sup>: Play the activity as described above.
- 5<sup>th</sup>: Add Pancake PIG into the activity.

PANCAKE FLIPPER

UNIVERSAL  
DESIGN  
ADAPTATIONS

- **Adaptation:** Provide students with a bigger paddle, or start with a toss and catch without the paddle.
- **Extension:** Have students use their non-dominant hand, increase height of the beanbag when tossed, or incorporate other objects.

ACADEMIC  
LANGUAGE

Balance, Direction, Etiquette, Force, Movement Concepts, Open Space, Personal Responsibility

STANDARDS  
& OUTCOMES  
ADDRESSED

- **Standard 1 [5.d,e,f,g]** Demonstrate use of space in a variety of activities (d); Demonstrate accuracy in a variety of activities (e); Demonstrate use of force in a variety of activities (f); Apply concepts of direction and force to strike an object with purpose and accuracy (g).
- **Standard 2 [3.a]** Apply the concept of open space while moving (a).
- **Standard 2 [5.c]** Describe concepts of direction and force used to strike an object with purpose and accuracy (c).
- **Standard 4 [4.c]** Define etiquette and demonstrate appropriate etiquette and application of rules and procedures (c).

DEBRIEF  
QUESTIONS

- **DOK 1:** What is force?
- **DOK 2:** How did force affect your tossing and catching?
- **DOK 3:** Can you predict how a birdie (or ball) would fly if you were to strike it with hard force? Soft force?

TEACHING  
STRATEGY  
FOCUS

**Help students practice skills:** Pancake Flipper is a fun yet simple activity that gives students the opportunity to explore movement and manipulation with a paddle. Guide student interaction with the paddle and the bean bag, allowing them to struggle at times in order to discover the interaction of force, gravity, and grip-strength on the object they are working to control.

**BIRDIE IN THE CAGE**

STUDENT TARGETS

- **Skill:** I will practice my underhand serve using the skill cues we learned in class.
- **Cognitive:** I will describe the sequence of a proper underhand serve.
- **Fitness:** I will actively participate in the class warm-up to prepare for the activities in physical education class today.
- **Personal & Social Responsibility:** I will exhibit responsible behavior while working independently at the class stations.

TEACHING CUES

- Step in Opposition
- Drop Birdie
- Swing Low to High
- Follow Through

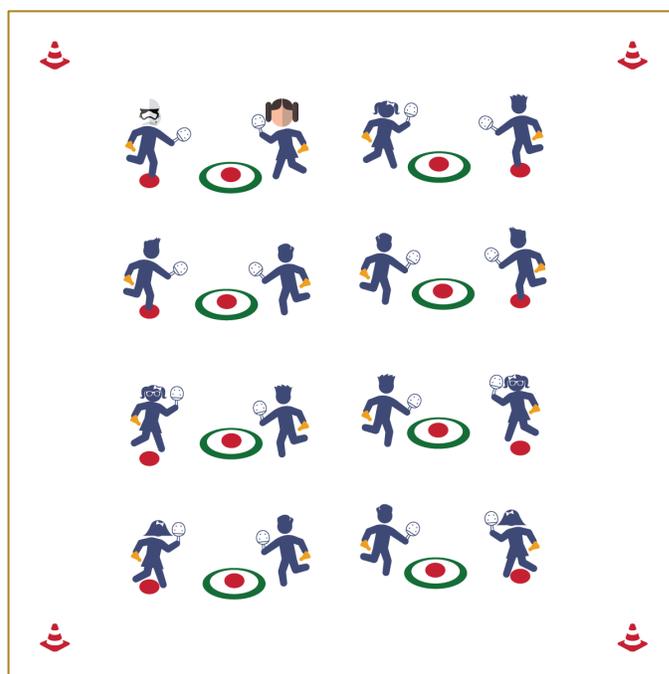
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- 1 Hula Hoop per 2 students
- 2 poly spots per hoop
- 1 paddle per student
- 1 birdie per student

**Set-Up:**

1. Spread the Hula Hoops throughout the activity area.
2. Place 1 poly spot in the center of each hoop and a poly spot 8-10 feet away from each hoop.
3. Place 2 paddles and 2 birdies at each poly spot.
4. Students in pairs, 1 pair standing at each poly spot.



**Activity Procedures:**

1. Today's activity is called Birdie in the Cage. The object of the activity is to practice our underhand serves and to become more accurate when we serve the birdie.
2. The first partner will stand on the poly spot and serve the birdie with a swing low to high, trying to strike it into the hoop or the poly spot inside of the hoop. The other partner retrieves the birdies.
3. After a set period of time, switch roles.

**Grade Level Progression:**

**3<sup>rd</sup> & 4<sup>th</sup>:** Play the activity as described above.

**5<sup>th</sup>:** Play the activity described above with a time limit: students attempt to maximize the number of accurate serves within the specified time period.

**BIRDIE IN THE CAGE**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- **Adaptation:** Move students closer to the target. Use a foam ball instead of a birdie.
- **Extension:** Continue to move students farther away from the target.

ACADEMIC  
LANGUAGE

Direction, Force, Strike, Serve, Etiquette

STANDARDS  
& OUTCOMES  
ADDRESSED

- **Standard 1 [3.a]** Strike ball/object with short handled implement upward and forward (a).
- **Standard 1 [4.a]** Demonstrate mature form for specialized locomotor, non-locomotor, and manipulative skill combinations in game and modified sports activities, to include striking a ball with short-handled and long-handled implement, and underhand volley/strike (a).
- **Standard 1 [5.a,d,e,f,g]** Demonstrate mature form in locomotor, non-locomotor, and manipulative skill combinations in more complex and dynamic environments and modified sports activities, to include consecutive striking with a partner over a net or against a wall, and striking a ball while stationary and moving (a); Demonstrate use of space in a variety of activities (d); Demonstrate accuracy in a variety of activities (e); Demonstrate use of force in a variety of activities (f); Apply concepts of direction and force to strike an object with purpose and accuracy (g).
- **Standard 2 [5.c]** Describe concepts of direction and force used to strike an object with purpose and accuracy (c).
- **Standard 4 [3.c]** Describe the importance of cooperating and work cooperatively with peers to achieve a goal (c).
- **Standard 4 [4.c]** Define etiquette and demonstrate appropriate etiquette and application of rules and procedures. (c).
- **Standard 4 [5.c]** Create and implement etiquette for one activity (c).

DEBRIEF  
QUESTIONS

- **DOK 1:** What are the cues for an underhand serve?
- **DOK 2:** How can you apply what you've learned about force to improve your underhand serve?
- **DOK 3:** Once you've mastered this challenge, how would you adapt it to create a task to help you further improve your performance?

TEACHING  
STRATEGY  
FOCUS

**Help students process content:** This activity will be a challenge for most students. Many will have very limited experience with striking skills—especially a serve. It will be important to help students process the result of their performance, specifically when performances are filled with error. Remind students that errors are an important part of the learning process. Thinking about errors with a growth mindset is an important skill that everyone in the class is working to develop.

**SPLAT THE SPOT**

STUDENT TARGETS

- **Skill:** I will hit the birdie to my partner with accuracy.
- **Cognitive:** I will describe how force affects accuracy.
- **Fitness:** I will stay actively engaged without reminders from the teacher.
- **Personal & Social Responsibility:** I will use an appropriate amount of force in order to keep my birdie from flying out of control.

TEACHING CUES

- Grip
- Rip
- Follow Through

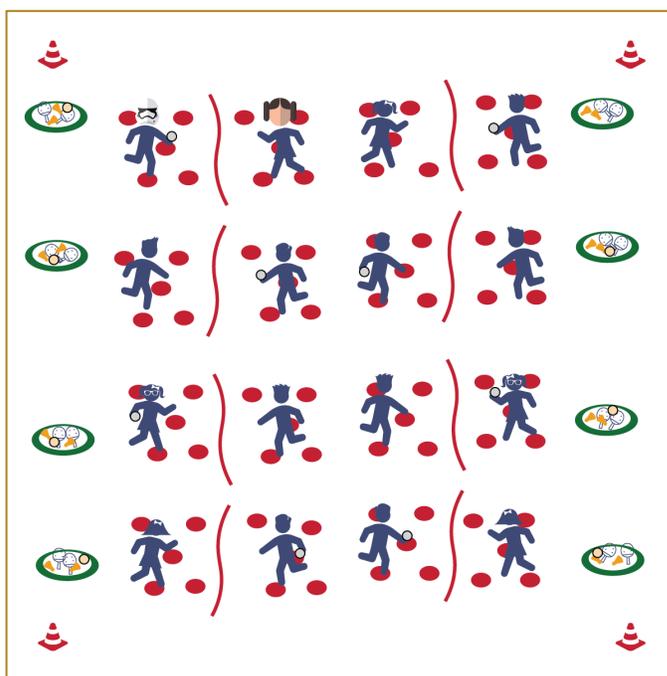
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- 1 paddle per student
- 1 birdie per 2 students
- 1 bean bag per 2 students
- 1 Whiffle ball per 2 students
- Various foam balls or other objects
- 1 cone per student
- 1 jump rope per 2 students
- 5 poly spots per student
- 1 Hula Hoop per 2 students

**Set-Up:**

1. Create courts using cones to mark corners and jump ropes as the “nets.” Scatter 5 poly spots on each side of every court.
2. Just off to the side of each court, place 2 paddles and a variety of objects inside 1 hoop.
3. One student on each side of every court, standing on a poly spot.



**Activity Procedures:**

1. Today’s activity is called Splat the Spot. The object of the activity is to learn more about the size of the Pickleminton court as we work on force, placement, and accuracy for certain types of shots.
2. When I say “GO,” Partner 1 will pick an object from the pile to start with and then return to their poly spot. Partner 1 will throw the object to Partner 2, and then both partners will quickly move to a new poly spot, and Partner 2 will throw the object back.
3. After 5 throws each, Partner 2 will choose a new object. This will continue until 4 separate objects have been used.
4. Next, Partner 1 will pick up a paddle. Partner 2 will throw the birdie while Partner 1 strikes it using a forehand strike. Partner 2 catches it, both partners move to a new spot, and Partner 2 makes another toss.
5. Make sure you continue moving to different poly spots between each toss. After Partner 1 has gotten 5 hits, Partner 2 will use the paddle and the activity repeats. Next, repeat using backhand strikes.
6. Next, both partners pick up a paddle. Volley the birdie back and forth, doing your best to return it to whichever poly spot your partner is on.

**Grade Level Progression:**

3<sup>rd</sup> & 4<sup>th</sup>: Play the activity as described above.

5<sup>th</sup>: Add an aerobic activity (e.g., jumping jacks, push-ups) whenever a volley falls.

**SPLAT THE SPOT**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- **Adaptation:** Have students catch the birdie or object each time before striking the birdie or object back to their partner.
- **Extension:** Have students count how many volleys they can get back and forth.

ACADEMIC  
LANGUAGE

Accuracy, Direction, Force, Forehand Strike, Backhand Strike, Open Space, Strike

STANDARDS  
& OUTCOMES  
ADDRESSED

- **Standard 1 [3.a]** Strike ball/object with short handled implement upward and forward (a).
- **Standard 1 [4.a]** Demonstrate mature form for specialized locomotor, non-locomotor, and manipulative skill combinations in game and modified sports activities, to include striking a ball with short-handled and long-handled implement, and underhand volley/strike (a).
- **Standard 1 [5.a,d,e,f,g]** Demonstrate mature form in locomotor, non-locomotor, and manipulative skill combinations in more complex and dynamic environments and modified sports activities, to include consecutive striking with a partner over a net or against a wall, and striking a ball while stationary and moving (a); Demonstrate use of space in a variety of activities (d); Demonstrate accuracy in a variety of activities (e); Demonstrate use of force in a variety of activities (f); Apply concepts of direction and force to strike an object with purpose and accuracy (g).
- **Standard 2 [3.a]** Apply the concept of open space while moving (a).
- **Standard 2 [5.c]** Describe concepts of direction and force used to strike an object with purpose and accuracy (c).
- **Standard 4 [3.c]** Describe the importance of cooperating and work cooperatively with peers to achieve a goal (c).

DEBRIEF  
QUESTIONS

- **DOK 1:** What is accuracy?
- **DOK 2:** What do you know about making an accurate strike with your paddle?
- **DOK 3:** How are the cues for striking related to accuracy?

TEACHING  
STRATEGY  
FOCUS

**Organize students to interact with content:** Splat the Spot is a cooperative skill practice drill that will help students begin to interact with all of the components of a dynamic net game. Students will physically navigate a court and a net while maintaining focus on a manipulative object like a birdie or a ball. Remember that there will be teachable moments with respect to both skill and social development. Help students collaborate in a way that will allow them to interact with the defined outcomes that you have established for the class.

**PEER ASSESSMENT**

STUDENT TARGETS

- **Skill:** I will develop and provide constructive feedback to my classmates.
- **Cognitive:** I will identify evidence that supports the constructive feedback I receive.
- **Fitness:** I will remain actively engaged without a reminder from the teacher.
- **Personal & Social Responsibility:** I will be kind and respectful to my classmates when giving them constructive feedback.

TEACHING CUES

- Grip
- Rip
- Follow Through

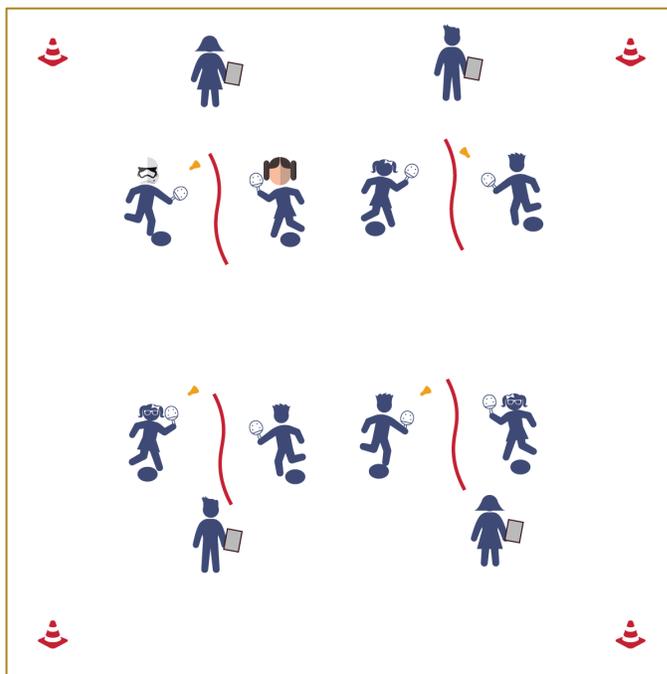
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- 1 jump rope per 3 students
- 1 birdie per 3 students
- 1 paddle per student
- 1 clipboard per 3 students (optional)
- 1 pencil per 3 students
- 2 poly spots per 3 students
- 1 Pickleminton Peer Assessment per student

**Set-Up:**

1. Set up 1 assessment area per 3 students with a jump rope stretched out as a net and a poly spot on either side (3<sup>rd</sup>: 12' apart; 4<sup>th</sup>: 15' apart; 5<sup>th</sup>: 18' apart).
2. Place 2 paddles, 1 birdie, 1 pencil, and 3 assessment sheets at each assessment area.
3. 3 students at each assessment area, with 2 students striking the birdie and 1 student assessing.



**Activity Procedures:**

1. Today's activity is called Peer Assessment. The object of the activity is to respectfully help one another improve by assessing their performance and giving kind, constructive criticism.
2. Partner 1 and Partner 2 will each complete 15 forehand strikes while Partner 3 peer-assesses Partner 1.
3. Partner 3 and Partner 1 will each complete 15 forehand strikes while Partner 2 peer-assesses Partner 3.
4. Partner 2 and Partner 3 will each complete 15 forehand strikes while Partner 1 peer-assesses Partner 2.
5. After each partner has completed the peer assessment, provide feedback to one another. Next, replay the forehand striking drill. This time, work to improve your performance based on the feedback.

**Grade Level Progression:**

- 3<sup>rd</sup>: Students perform the drill without a formal, written assessment. However, still allow students to provide feedback based on their observations.
- 4<sup>th</sup>: Play activity as described above.
- 5<sup>th</sup>: Add a backhand striking assessment.

PEER ASSESSMENT

UNIVERSAL  
DESIGN  
ADAPTATIONS

- **Adaptation:** Have the student who is being assessed self-toss the birdie and strike it over the net.
- **Extension:** Allow students to use and assess a backhand strike.

ACADEMIC  
LANGUAGE

Assessment, Constructive Criticism, Feedback, Forehand Strike, Respect, Strike

STANDARDS  
& OUTCOMES  
ADDRESSED

- **Standard 1 [4.a,f]** Demonstrate mature form for specialized locomotor, non-locomotor, and manipulative skill combinations in game and modified sports activities, to include striking a ball with short-handled and long-handled implement, and underhand volley/strike (a); Provide appropriate feedback to a peer to improve performance (f).
- **Standard 1 [5.a,d,e,f,g]** Demonstrate mature form in locomotor, non-locomotor, and manipulative skill combinations in more complex and dynamic environments and modified sports activities, to include consecutive striking with a partner over a net or against a wall, and striking a ball while stationary and moving (a); Demonstrate use of space in a variety of activities (d); Demonstrate accuracy in a variety of activities (e); Demonstrate use of force in a variety of activities (f); Apply concepts of direction and force to strike an object with purpose and accuracy (g).
- **Standard 2 [3.a]** Apply the concept of open space while moving (a).
- **Standard 2 [5.c]** Describe concepts of direction and force used to strike an object with purpose and accuracy (c).
- **Standard 4 [3.e,f]** Implement teacher feedback to improve performance (d); Provide appropriate feedback to a classmate (e); Describe one group physical activity to participate in for enjoyment (f).

DEBRIEF  
QUESTIONS

- **DOK 1:** How would you describe corrective feedback?
- **DOK 2:** How can you apply what you learned to improve your striking skills?
- **DOK 3:** What facts would you use to support the corrective feedback you received? Can you elaborate on why you chose those facts?

TEACHING  
STRATEGY  
FOCUS

**Help students record and represent knowledge:** At this point in the module you have given students the criteria, cues, and practice time necessary for them to begin to create their own representations and inferences about the skills and skill performances that they are both experiencing personally and seeing from their peers. Peer assessment serves three purposes. First, it provides students with a framework for recording and representing their knowledge of physical education content. Second, it provides a practice environment for them to articulate and express their knowledge and perspective to their peers in a respectful and thoughtful way. Third, it provides an experience in which students must listen to, process, and potentially use feedback given to them by a peer—a lifelong skill that is essential in the 21<sup>st</sup> century workplace.

## TIME TO GET SMART

### STUDENT TARGETS

- ✔ **Skill:** I will demonstrate striking skill cues during rapid fire volley sessions.
- ✔ **Cognitive:** I will complete a SMART goal sheet carefully and thoughtfully.
- ✔ **Fitness:** I will work to increase my heart rate.
- ✔ **Personal & Social Responsibility:** I will cooperate with my partner and follow instructions with no reminders.

### TEACHING CUES

- ✔ Find Your Pulse
- ✔ Count for 6 Seconds
- ✔ Multiply by 10

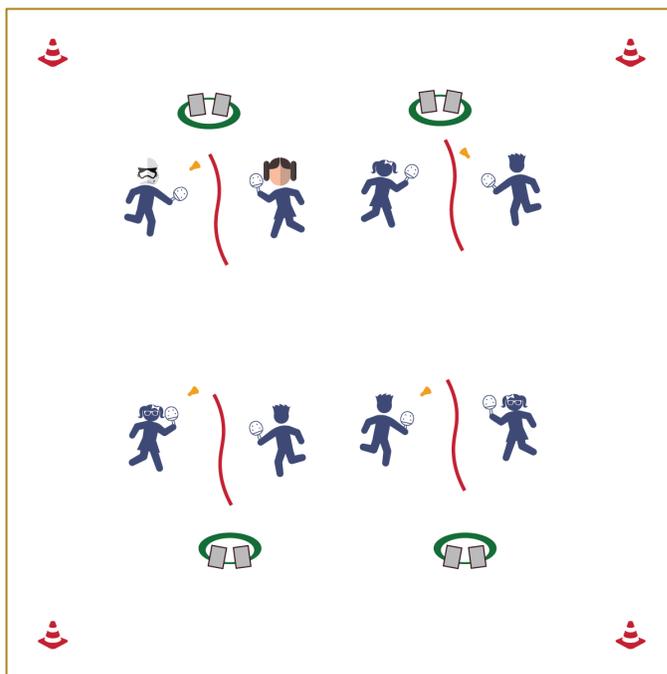
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- ✔ 1 pedometer per student
- ✔ 1 birdie per 2 students
- ✔ 1 paddle per student
- ✔ 1 jump rope per 2 students
- ✔ 1 pencil per student
- ✔ 1 assessment and SMART goal sheet per student
- ✔ 1 Hula Hoop per 2 students

#### Set-Up:

- Using the jump rope as a “net,” set up 1 court for every 2 students in the class.
- Put 2 paddles, 1 birdie, 2 pedometers, 2 pencils, and 2 assessment/SMART goal sheets in 1 hula hoop off to the side of each court.
- Students in pairs at each court.



#### Activity Procedures:

- Today’s activity is called It’s Time to Get SMART. The object of the activity is to track today’s step count and radial and carotid pulse to create a SMART goal for our next class.
- Have each student put on their pedometer and make sure their step count is accurate.
- Take both radial and carotid pulse before the activity and write them down on assessment sheet. (Teacher will time students).
- Students will volley back and forth. The goal is to move your partner across the court. Rapid fire volley for 2 minutes. Re-take/re-record radial and carotid pulses.
- Students will volley back and forth. The goal is to move your partner across the court. Rapid fire volley for 3 minutes. Re-take/re-record radial and carotid pulses.
- Students will volley back and forth. The goal is to move your partner across the court. Rapid fire volley for 4 minutes. Re-take/re-record radial and carotid pulses.
- Check pedometer readings and record them on the assessment sheet. Using the recorded information for each student, create a pedometer and/or heart rate SMART goal for next class.

#### Grade Level Progression:

**3<sup>rd</sup>-5<sup>th</sup>:** Play the activity as described above.

TIME TO GET SMART

UNIVERSAL DESIGN ADAPTATIONS

- **Adaptation:** To determine heart rate, time students for the full minute to avoid extra math. Or, provide a pulse bar/pulse tracker for instant heart rate data.
- **Extension:** To determine heart rate, time students for 10 seconds, 15 seconds, or 30 seconds. Then have students do the multiplication to get their heart rate.

ACADEMIC LANGUAGE

Accuracy, Assessment, SMART Goals, Heart Rate, Pedometers, Placement, Carotid Pulse, Radial Pulse, Health-Related Fitness, Skill-Related Fitness, Pre-Test, Post-Test, Strategy

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [5.a]** Demonstrate mature form in locomotor, non-locomotor, and manipulative skill combinations in more complex and dynamic environments and modified sports activities, to include consecutive striking with a partner over a net or against a wall, and striking a ball while stationary and moving (a).
- **Standard 3 [3.b]** Identify one measure for each component of health-related fitness (b).
- **Standard 3 [4.c]** Create a SMART (specific, measurable, attainable, realistic, timely) goal for at least one health-related component of fitness to improve or maintain fitness level (c).
- **Standard 3 [5.a,c,e]** Identify methods for evaluating and improving personal fitness such as health-related criterion referenced tests, heart rate, body mass index (BMI), and pedometer data (a); Create a basic personal fitness plan for at least one health-related component of fitness, to include baseline fitness data, SMART goal, activities that will address the goal, log of activities inside and outside of school, reassessment data (post-data) and reflection of goal progress/attainment (c); Calculate resting heart rate and calculate heart rate during a variety of activities (e).

DEBRIEF QUESTIONS

- **DOK 1:** What is a SMART goal?
- **DOK 2:** How would you apply the SMART goal process to your skill improvement?
- **DOK 3:** How are SMART goals related to health-related fitness? Skill-related fitness?

TEACHING STRATEGY FOCUS

**Help students practice strategies and processes:** Working with SMART goals within instructional units like Pickleminton offers students an opportunity to link the goal-setting process to the practical world in which they live. Their skill development is happening in real time. If given the correct lens, students can see and feel learning happening. SMART goals provide that lens and help establish a skillset that will serve all students in all areas of life.

**1V1 PICKLEMINTON**

STUDENT TARGETS

- **Skill:** I will volley the birdie back and forth with my partner.
- **Cognitive:** I will define the word “etiquette” and relate it to Pickleminton.
- **Fitness:** I will stay actively engaged without reminders from the teacher.
- **Personal & Social Responsibility:** I will follow the safety and etiquette rules that the class creates.

TEACHING CUES

- Play Fair
- Have Fun
- Improve Your Skill

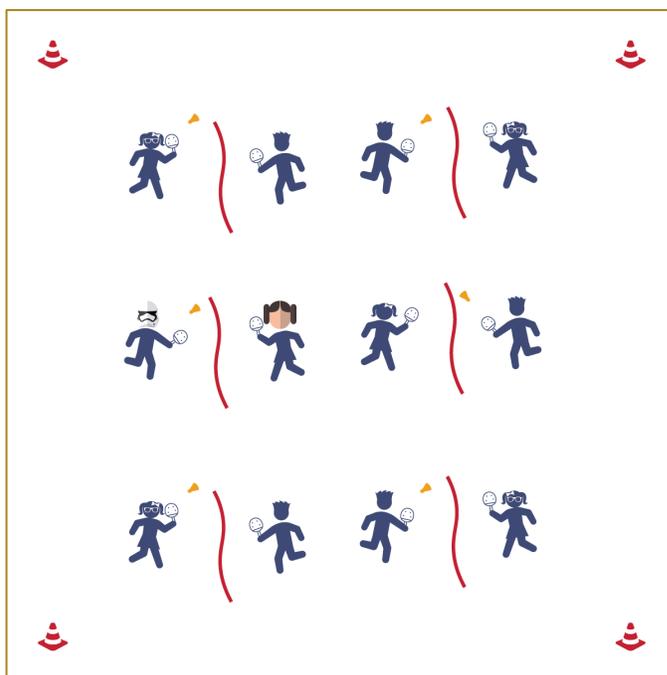
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- 1 jump rope per 2 students
- 1 paddle per student
- 1 birdie on 2 students

**Set-Up:**

1. Set up the courts, using jump ropes as “nets.”
2. Place a paddle on each side of every court and 1 birdie on every court.
3. Students in pairs at courts.



**Activity Procedures:**

1. Today’s activity is 1 v 1 Pickleminton. The object of the activity is to use the basic skills that we’ve practiced to volley the birdie with a partner and attempt to score.
2. Before starting the game, have the class come up with safety rules and consequences if those safety rules are not followed. Have students brainstorm ways they can use integrity and etiquette within their play. Have the students create a plan to resolve any potential conflicts that may arise.
3. Partner 1 starts off with the birdie and serves to Partner 2. The students will volley back and forth until the birdie hits the floor or goes out of bounds.
4. Alternate the serve each time that a point has been scored.

**Grade Level Progression:**

3<sup>rd</sup>-5<sup>th</sup>: Play the activity as described above.

## 1V1 PICKLEMINTON

UNIVERSAL  
DESIGN  
ADAPTATIONS

- **Adaptation:** Allow students to serve a second or third time if they miss their first serve.
- **Extension:** Make the court bigger so the students have more court space to cover.

ACADEMIC  
LANGUAGE

Etiquette, Integrity, Movement Concepts, Conflict Resolution

STANDARDS  
& OUTCOMES  
ADDRESSED

- **Standard 1 [5.a,d,e,f,g]** Demonstrate mature form in locomotor, non-locomotor, and manipulative skill combinations in more complex and dynamic environments and modified sports activities, to include consecutive striking with a partner over a net or against a wall, and striking a ball while stationary and moving (a); Demonstrate use of space in a variety of activities (d); Demonstrate accuracy in a variety of activities (e); Demonstrate use of force in a variety of activities (f); Apply concepts of direction and force to strike an object with purpose and accuracy (g).
- **Standard 2 [3.a]** Apply the concept of open space while moving (a).
- **Standard 2 [5.c]** Describe concepts of direction and force used to strike an object with purpose and accuracy (c).
- **Standard 4 [3.a,b]** Explain the importance of rules for activities (a); Provide input into establishing and demonstrate implementation of rules and guidelines for appropriate behavior in physical activity settings (b).
- **Standard 4 [4.b,c,d]** Identify and demonstrate conflict-resolution strategies for positive solutions in resolving disagreements (b); Define etiquette and demonstrate appropriate etiquette and application of rules and procedures. (c); Define integrity and describe the importance of integrity in a physical activity setting (d).
- **Standard 4 [5.a,b,c]** Create and implement rules and consequences for one or more activities (a); Create and implement safety rules for at least one activity (b); Create and implement etiquette for one activity (c).

DEBRIEF  
QUESTIONS

- **DOK 1:** What is etiquette?
- **DOK 2:** What did you notice about game play when proper etiquette was used?
- **DOK 3:** What is your interpretation of whether or not proper etiquette was used during today's class? Can you support your interpretation with specific examples?

TEACHING  
STRATEGY  
FOCUS

**Help students engage in cognitively complex tasks:** At the intermediate grade levels, any competitive physical activity provides layers of complexity that must be unpacked for students to be able to process appropriately. We're now asking students to select and perform psychomotor skills in a dynamic environment. We're also asking them to understand that environment in the context of unfamiliar rules. On top of that, we're insisting that they perform all of this in a way that demonstrates emotional self-control and social etiquette. If that's not complex, we're not sure what is. So, it's important to stop play for teachable moments in all domains. It's also essential that you frame each day's performance to foster and reinforce growth mindset and grit.

**2V2 PICKLEMINTON**

STUDENT TARGETS

- **Skill:** I will score a point during game play.
- **Cognitive:** I will define the word “integrity.”
- **Fitness:** I will remain actively involved without reminders from the teacher.
- **Personal & Social Responsibility:** I will play with fairness and integrity to make the game fun for everyone.

TEACHING CUES

- Play Fair
- Work as a Team
- Improve Your Skill

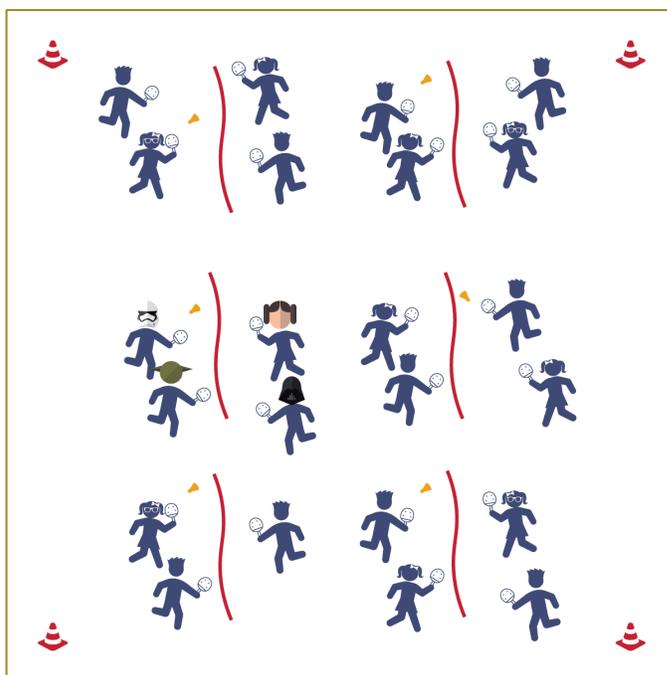
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- 1 jump rope per 4 students
- 1 paddle per student
- 1 birdie per 4 students

**Set-Up:**

1. Set up the courts using jump ropes as “nets.”
2. Place 2 paddles on each side of every court and 1 birdie on each court.
3. Students in groups of 4 at each court.



**Activity Procedures:**

1. Today’s activity is called 2 v 2 Pickleminton. The object of the activity is to use the basic skills that we’ve practiced to volley the birdie against another set of 2 players and attempt to score.
2. Each player on a team will cover either the right or left side of the court, 1 player per side.
3. Group 1 starts off with the birdie and serves to Group 2. The students will volley back and forth until the birdie hits the floor or goes out of bounds.
4. Alternate the serve and server each time that a point has been scored.

**Grade Level Progression:**

3<sup>rd</sup>-5<sup>th</sup>: Play the activity as described above.

## 2V2 PICKLEMINTON

UNIVERSAL  
DESIGN  
ADAPTATIONS

- **Adaptation:** Allow students to serve a second or third time if they miss their first serve.
- **Extension:** Make the court bigger so the students have more court space to cover.

ACADEMIC  
LANGUAGE

Etiquette, Integrity, Corrective Feedback, Conflict Resolution

STANDARDS  
& OUTCOMES  
ADDRESSED

- **Standard 1 [4.a]** Demonstrate mature form for specialized locomotor, non-locomotor, and manipulative skill combinations in game and modified sports activities, to include striking a ball with short-handled and long-handled implement, and underhand volley/strike (a).
- **Standard 1 [5.a,d,e,f,g]** Demonstrate mature form in locomotor, non-locomotor, and manipulative skill combinations in more complex and dynamic environments and modified sports activities, to include consecutive striking with a partner over a net or against a wall, and striking a ball while stationary and moving (a); Demonstrate use of space in a variety of activities (d); Demonstrate accuracy in a variety of activities (e); Demonstrate use of force in a variety of activities (f); Apply concepts of direction and force to strike an object with purpose and accuracy (g).
- **Standard 2 [3.a]** Apply the concept of open space while moving (a).
- **Standard 2 [5.c]** Describe concepts of direction and force used to strike an object with purpose and accuracy (c).
- **Standard 4 [3.c,f]** Describe the importance of cooperating and work cooperatively with peers to achieve a goal (c); Describe one group physical activity to participate in for enjoyment (f).
- **Standard 4 [4.b,c,d]** Identify and demonstrate conflict-resolution strategies for positive solutions in resolving disagreements (b); Define etiquette and demonstrate appropriate etiquette and application of rules and procedures. (c); Define integrity and describe the importance of integrity in a physical activity setting (d).
- **Standard 4 [5.c]** Create and implement etiquette for one activity (c).

DEBRIEF  
QUESTIONS

- **DOK 1:** What is integrity?
- **DOK 2:** How is integrity applied in physical activity/competitive settings?
- **DOK 3:** How is integrity related to the enjoyment of everyone playing a game of Pickleminton?

TEACHING  
STRATEGY  
FOCUS

**Help students engage in cognitively complex tasks:** See the strategy description for 1v1 Pickleminton—multiply it by 2 (at least) thanks to the cooperative requirements of 2v2.

## STATION DAY

### STUDENT TARGETS

- **Skill:** I will perform skill assessments to the best of my ability, following as many skills cues as I can.
- **Cognitive:** I will follow the instructions on each station card in order to stay actively engaged with my team.
- **Fitness:** I will find my pulse after each station in order to see if it is beating faster than when I'm sitting or resting.
- **Personal & Social Responsibility:** I will follow the rules and parameters of Station Day.

### TEACHING CUES

- Start Activity with Music
- When Music Stops: Clean the Area and Rotate

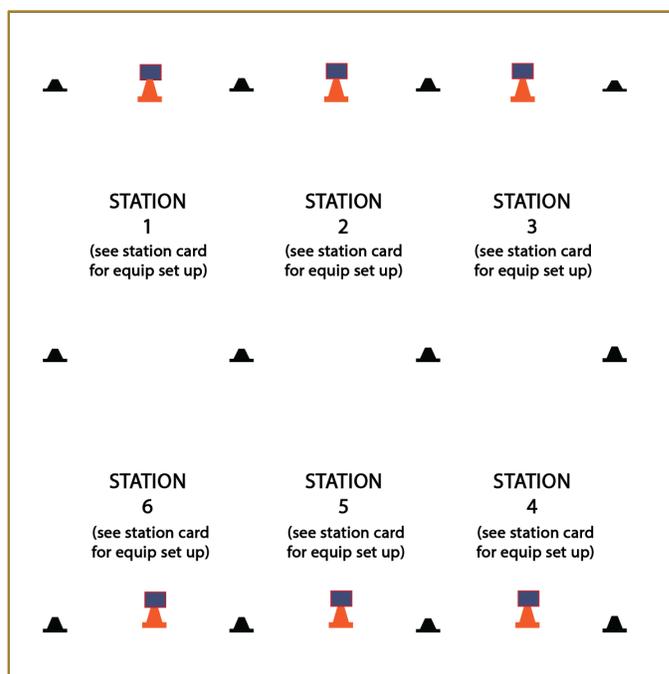
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 24 low profile cones
- Station music and music player
- See station cards for equipment needs

#### Set-Up:

1. Using low profile cones, create 6-10 grids (depending on size of class and activity area).
2. Set station cards up on tall cones in each grid.
3. Set up each station according to its station card.
4. Designate 1 station as an assessment station.
5. Create groups of 2-4 students, each group at a different station.



#### Activity Procedures:

1. Today is a Station Assessment Day. We'll complete each station for 2 (or 3) minutes. One station is an assessment station where you'll be given feedback based on your skill performance.
2. *Teacher: Talk through and/or demonstrate each station. Emphasize expectations at the assessment station.*
3. When the music starts, begin working at your station. When it stops, you'll have 1 minute to clean up the station equipment and rotate to the next station. Wait until the music begins again before you start the activity at the new station.
4. While we're learning this station format, I'll pause the music for a longer period of time so that every team is able to clean up their area and rotate.

#### Grade Level Progression:

3<sup>rd</sup>-5<sup>th</sup>: Play the activity as described above.

**STATION DAY**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- Some students may need step-by-step assistance during clean-up and rotation.
- Pause the music and don't restart until every group has safely transitioned.
- Provide visual cues and graphics to enhance station instructions.

ACADEMIC  
LANGUAGE

*Select words from the module that you're teaching.*

STANDARDS  
& OUTCOMES  
ADDRESSED

- **Standard 1, 2, 3, 4** [*Select outcomes from the module you're teaching.*]

DEBRIEF  
QUESTIONS

- *Select questions from the module you're teaching or the assessment you're using.*

TEACHING  
STRATEGY  
FOCUS

**Organizing students to interact with content:** The use of grids to organize students into learning stations is an effective way to manage activity, assessment, and cooperative learning opportunities. Practice using this format several times, especially with young children, before attempting to facilitate an assessment experience. Students need time to master the management aspects of station work. However, once this routine is learned, it often becomes an essential management tool in physical education.

## SAMPLE LESSON PLAN

### FOCUS OUTCOMES

- ✔ **Standard 1 [4.a]** Demonstrate mature form for specialized locomotor, non-locomotor, and manipulative skill combinations in game and modified sports activities, to include striking a ball with short-handled and long-handled implement, and underhand volley/strike (a).
- ✔ **Standard 1 [5.d,e,f,g]** Demonstrate use of space in a variety of activities (d); Demonstrate accuracy in a variety of activities (e); Demonstrate use of force in a variety of activities (f); Apply concepts of direction and force to strike an object with purpose and accuracy (g).

### FOCUS TARGETS

- ✔ **Skill:** I will catch the beanbag on my paddle after I toss it up in the air.
- ✔ **Cognitive:** I will recite the cues for gripping the paddle.
- ✔ **Fitness:** I will actively engage in physical education class without a reminder from the teacher.
- ✔ **Personal & Social Responsibility:** I will praise others for their success in their movement skills.

### ACADEMIC LANGUAGE

- ✔ Balance
- ✔ Etiquette
- ✔ Force
- ✔ Personal Responsibility

### SELECTED ASSESSMENT

- ✔ Self-Assessment for Grip

SAMPLE LESSON PLAN

	TRANSITION NOTES	ACTIVITY	DEBRIEF
<p><b>1</b> INSTANT ACTIVITY</p>	<p>Students will enter the activity area and receive instruction for Flower Power Tag. Play at a speed walking pace and then increase speed when students demonstrate safe play.</p>	<p>Flower Power Tag</p>	<p><b>DOK 1:</b> There are seeds for flowers, are there any foods that have seed in them? <b>DOK 2:</b> Why is it important to eat a variety of fruits and vegetables?</p>
<p><b>2</b> LEARNING TASK</p>	<p>Paddles and beanbags are spread out around the perimeter of the tag area. After Flower Power debrief, students transition to getting a paddle and then moving to find personal space. Allow students to experiment with paddle grips, then cover the cues.</p>	<p>Hello Paddle</p>	<p><b>DOK 1:</b> Can you remember the cues for gripping the paddle? <b>DOK 2:</b> How does the grip affect your ability to keep the beanbag balanced? <b>DOK 3:</b> How would you adapt this activity to make it more difficult? Make it easier?</p>
<p><b>3</b> LEARNING TASK</p>	<p>After Hello Paddle debrief, review grip cues and then transition right into Pancake Flipper with a focus on control.</p>	<p>Pancake Flipper</p>	<p><b>DOK 1:</b> What is force? <b>DOK 2:</b> How did force affect your tossing and catching? <b>DOK 3:</b> Can you predict how a birdie (or ball) would fly if you were to strike it with hard force? Soft force?</p>
<p><b>4</b> EXIT ASSESSMENT</p>	<p>6 assessment stations are set up on the area perimeter. Students move to the area, collect a self-assessment and pencil and complete the pre-assessment for grip.</p>		

# ACCURACY

(noun)

The quality of being correct, precise,  
or on target.

Sydney hit the birdie to Melissa with  
perfect **accuracy**.



# ASSESSMENT

(noun)

**An evaluation of the state, quality, or ability of a person or thing.**

Kristin's peer **assessment** of Katie helped Katie learn how she could improve.



# BACKHAND STRIKE

(noun)

**A type of strike hit to the right of a left-handed player and to the left of a right-handed player.**

Sharyn returned the birdie to Diana using a **backhand strike**.



# BALANCE

(verb)

To keep or put something in a steady position so that it does not fall.

Kathryn **balanced** the birdie on her paddle so perfectly that it never fell off.



# CAROTID PULSE

(noun)

One's heartbeat as felt through the side of the neck, directly over the carotid artery.

Nadine felt her **corotid pulse** by placing her fingers on the side of her neck.



# CATCH

(verb)

To grab and hold something that has been thrown or dropped.

Alejandro stretched to **catch** the birdie his partner had tossed to him.



# CONFLICT RESOLUTION

(noun)

**The act of finding a peaceful solution to a disagreement.**

**Conflict resolution** is an important part of working in teams.



# CONSTRUCTIVE CRITICISM

(noun)

The act of telling someone what they're doing wrong, kindly and with the intention of helping them improve.

Laura's **constructive criticism** didn't make Roamell feel bad. Instead, it made him feel like with a little bit of practice, he could definitely improve.



# CORRECTIVE FEEDBACK

(noun)

The act of pointing out an error and explaining how it can be avoided next time.

Mr. Hart gives us **corrective feedback** during Physical Education so that we can learn how to improve.



# DIRECTION

(noun)

**The course along which something moves.**

---

Tejas hit the birdie with his paddle and sent it flying back in the opposite **direction**.



# ETIQUETTE

(noun)

**The set of customary or acceptable behaviors among members of a group or in a specific setting.**

When everyone uses proper **etiquette** in Physical Education class, we all have more fun.



# FEEDBACK

(noun)

**Information provided in reaction to a performance, action, or piece of work.**

**Feedback** from his peers and teachers helped Drew become better at hitting the birdie.



# FORCE

(noun)

**Strength or power used on an object.**

Jeff hit the birdie with enough **force** to send it back over the net to his partner.



# FOREHAND STRIKE

(noun)

**A type of strike hit to the left of a left-handed player and to the right of a right-handed player.**

Amy is right-handed and the birdie was hit to her right, so she ran over and used a **forehand strike** to return it.



# HEALTH-RELATED FITNESS

(noun)

A group of 5 physical characteristics that contribute to a person's overall well-being. The 5 components of Health-Related Fitness include Cardiovascular Endurance, Muscular Strength, Muscular Endurance, Flexibility, and Body Composition.

Playing pickleminton is a great way to improve our **health-related fitness** because it requires us to be active and move around the whole time.



# HEART RATE

(noun)

**The speed at which the heart is beating, measured in beats per minute.**

Because it requires you to move quickly from one side of the court and back to the other, playing pickleminton raises your **heart rate**.



# INTEGRITY

(noun)

**The quality of having strong moral principles.**

---

The best teammates are those who have a positive attitude and always play with **integrity**.



# MOVEMENT CONCEPTS

(noun)

The elements important in the study of human movement: **body awareness, space, and qualities of movement (force, balance, time, and flow).**

By understanding **movement concepts**, we can get better at controlling the birdie with our paddles.



# OPEN SPACE

(noun)

**An area of general space with no obstacles where people or objects can move freely.**

TJ was careful to watch out for his classmates in order to move safely in **open space**.



# PEDOMETER

(noun)

**A piece of wearable technology that detects a person's motion in order to count how many steps they take.**

Hugh wears a **pedometer** to track how often he can take at least 15,000 steps per day.



# PERSONAL RESPONSIBILITY

(noun)

**A commitment to act in a way that shows respect for self and others while being accountable for honoring commitments and duties.**

Penny showed **personal responsibility** when she played safely and put all her equipment away at the end of class.



# PLACEMENT

(noun)

**Location.**

---

In pickleminton, we practice **placement** in order to get the birdie to land where we want it to land.



# POST-TEST

(noun)

An evaluation and recording of a performance or statistic after learning or work has occurred; often compared to a previously recorded benchmark to evaluate improvement.

Curtis' **post-test** revealed that his heart rate had increased while playing pickleminton.



# PRE-TEST

(noun)

An evaluation and recording of a performance or statistic before learning or work has occurred; often used as a benchmark to track improvement later.

We took a **pre-test** before playing pickleminton so that we could see how much our heart rates increased during the game.



# RADIAL PULSE

(noun)

One's heartbeat as felt through underside of the wrist, directly over the radial artery.

Darius took his **radial pulse** by placing his fingers on the underside of his wrist.



# RESPECT

(verb)

To appreciate someone or something as a result of their abilities, qualities, or achievements.

Andy has a lot of **respect** for the way Sid practices every day.



# SERVE

(noun)

To enter the ball into play, usually over a net as in tennis, badminton, and volleyball.

Nishtha **served** the birdie to Madelene to start the game.



# SKILL-RELATED FITNESS

(noun)

A group of 6 psychomotor characteristics that contribute to a person's ability to successfully complete a physical performance. The 6 components of Skill-Related Fitness include Agility, Balance, Coordination, Power, Reaction Time, and Speed.

---

Playing pickleminton helps us improve our **skill-related fitness** because we get better at controlling the birdie and the paddle.



# SMART GOALS

(noun)

**Goals that are SMART: specific, measurable, attainable, realistic and timely.**

Alina set **SMART goals** as part of her plan to improve her health-related fitness.



# STRATEGY

(noun)

**A plan of action for achieving a goal.**

It is a good **strategy** to try to hit the birdie to the opposite side of the court from where your opponent is currently standing.



# STRIKE

(verb)

**Hit forcibly and deliberately.**

---

If you **strike** the birdie well, you will score a point.



# TOSS

(verb)

**To throw something lightly or gently.**

To practice returning the birdie, Tom attempted to hit it after Susie **tossed** it to him.



## UNIVERSAL DESIGN ADAPTATIONS

**Universal Design for Learning (UDL)** is a strategy for eliminating instructional and environmental barriers for every member of a learning community in order to meet the needs of all students across the continuum of physical, intellectual, and emotional abilities. Although we acknowledge that it would be impossible to build one curriculum to meet the needs of every single child, we strongly believe that striving to maximize the active and meaningful participation for all students is a core responsibility of every educator.

OPEN has embraced this responsibility by working to create suggested Universal Design Adaptations that serve to act as baseline recommendations for modifying learning activities. The text *Strategies for Inclusion: A Handbook for Physical Educators* by Lauren J. Lieberman and Cathy Houston-Wilson provides the foundation for our work in this area.

All Pickleminton activities include a short Universal Design Adaptation to serve as a practical example of how UDL can be applied in therapeutic and enrichment adaptations. The table below offers additional adaptations in an effort to move closer to the ideal of Universal Design.

### Potential Universal Design Adaptations for Pickleminton

Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none"> <li>✔ Provide paddles of various sizes, weights, and textures</li> <li>✔ Provide a variety of objects for striking such as shuttlecocks, foam balls, etc.</li> <li>✔ Provide tees, cones, strings, or other objects, allowing students to strike a stationary object</li> </ul>	<ul style="list-style-type: none"> <li>✔ Allow students to explore various ways of safely striking objects</li> <li>✔ Minimize rules for each challenge, adding a rule after students show competency</li> </ul>	<ul style="list-style-type: none"> <li>✔ Foster a supportive environment with positive language and interaction</li> <li>✔ Encourage cooperation and respect, discussing the importance of respecting the contributions of all students</li> </ul>	<ul style="list-style-type: none"> <li>✔ Provide ongoing verbal cues broken down with common mistakes</li> <li>✔ Use a variety of demonstrations with different angles</li> <li>✔ Provide physical assistance</li> <li>✔ Provide a peer tutor/mentor</li> <li>✔ Use graphics and pictures as visual examples</li> <li>✔ Provide individualized (one-to-one) instruction</li> </ul>



**TEACHER NOTES**



## SKILL CUE CHART

### Critical Elements & Cues For...

#### Paddle Grip

- ✓ Shake Hands with the Paddle
- ✓ Soft Squeeze
- ✓ Lock Wrist
- ✓ Striking Surface Ready



## SKILL CUE CHART

### Critical Elements & Cues For...

#### Serve

- ✓ Step in Opposition
- ✓ Drop Birdie—Waist High
- ✓ Swing Low to High
- ✓ Follow Through After Contact



## SKILL CUE CHART

### Critical Elements & Cues For... Forehand Strike

- ✓ Grip Paddle
- ✓ Stance with Non-Paddle Shoulder to Target
- ✓ Swing—Paddle Starts at Waist
- ✓ Transfer Weight from Back to Front Foot
- ✓ Follow Through to Target



**SKILL CUE CHART**

**Critical Elements & Cues For...**

**Backhand Strike**

- ✓ Grip Paddle
- ✓ Stance with Paddle Shoulder to Target
- ✓ Swing—Paddle Starts at Waist
- ✓ Transfer Weight from Back to Front Foot
- ✓ Follow Through to Target

# HELLO PADDLE

## Equipment

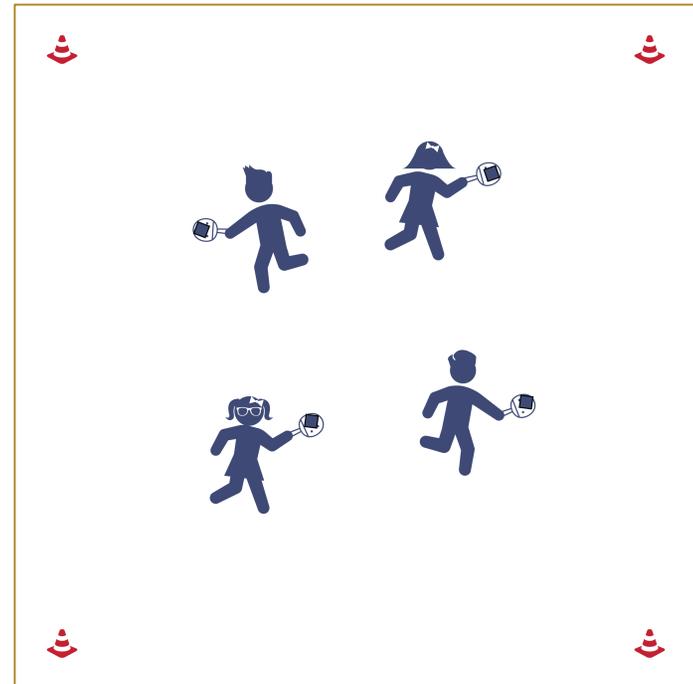
- ✓ 1 paddle per student
- ✓ 1 bean bag per student

## How to play

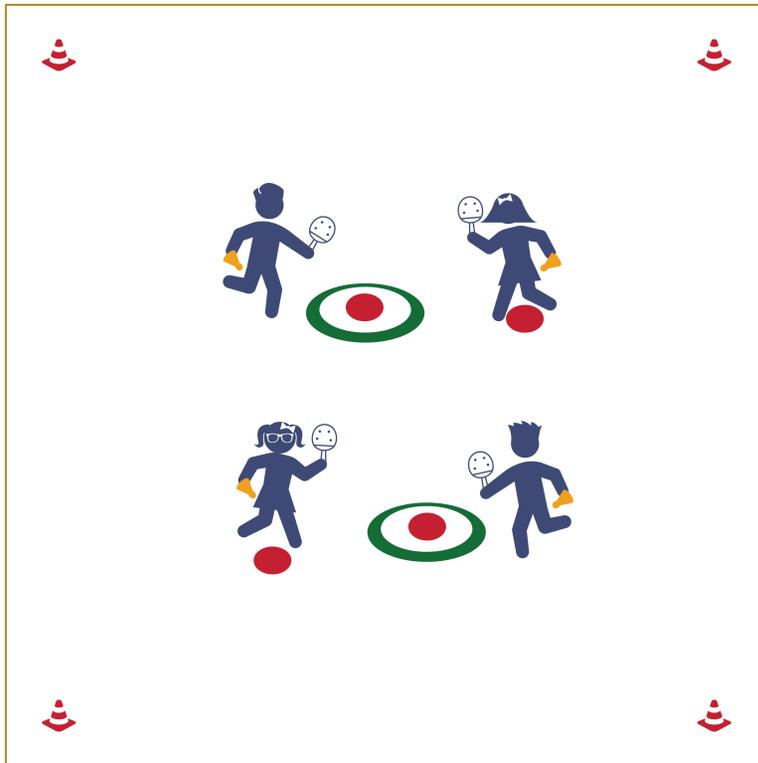
1. Walking around the activity area while you balance the bean bag on the paddle.
2. Be careful that you don't bump into anyone else so that everyone stays safe.
3. Try different locomotor skills (e.g., skipping, galloping, hopping).

## Set-Up

- ✓ Everyone has a paddle and bean bag.



# BIRDIE IN THE CAGE



## Equipment

- ✓ 1 Hula hoop and 2 poly spots per pair
- ✓ 1 paddle and 1 birdie per student

## Set-up

- ✓ Place 1 poly spot in the center of each hoop and a poly spot 6-8 feet away from each hoop.

## How to play

1. The first partner will stand on the poly spot and serve the birdie into the hoop. The other partner retrieves the birdies.
2. After 7 serves, switch roles.



# PANCAKE FLIPPER

## Set-Up

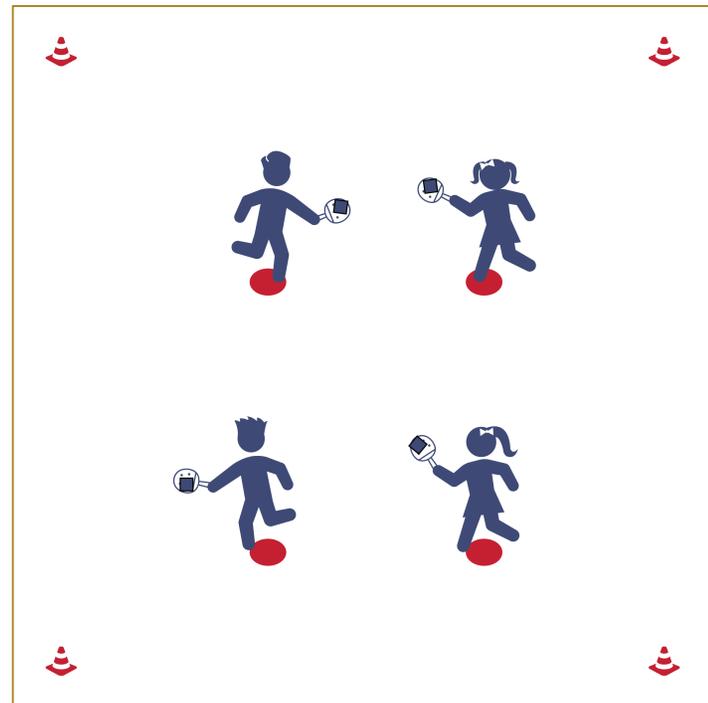
- ✓ Everyone is on a spot with a paddle and bean bag.

## How to play

1. Flip the pancake (bean bag) in the air and try to get it to safely land back in its pan (on the paddle).
2. How many times can you safely land a pancake before the stop signal?

## Equipment

- ✓ 1 paddle, 1 bean bag, and 1 poly spot per student



# SPLAT THE SPOT

## Set-Up

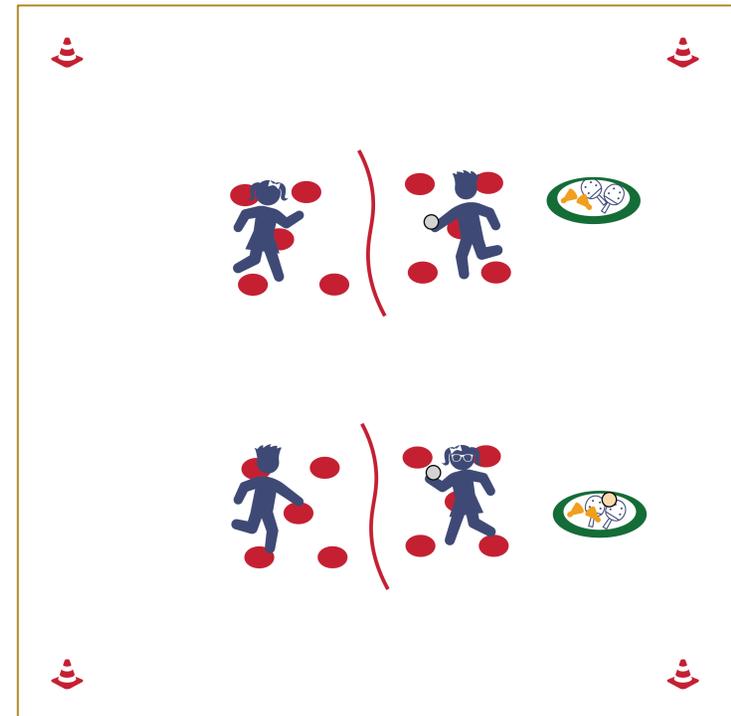
- ✓ Create courts using jump ropes as the “nets.” Scatter 5 poly spots on each side of every court.
- ✓ Each player with a paddle. Each pair with a hoop-full of objects to strike.

## How to play

1. Partner 1 will pick an object from the pile to start with and then return to their poly spot.
2. Partner 1 will toss (or serve) the object to Partner 2. Toss (or strike) the objects back-and-forth while quickly moving from spot-to-spot.
3. After 5 tosses (or strikes) each, Partner 2 will choose a new object. Continue until the stop signal.

## Equipment

- ✓ 1 rope, 10 poly spots, 2 paddles, and a hoop full of objects.



# RAPID FIRE VOLLEY

## Set-Up

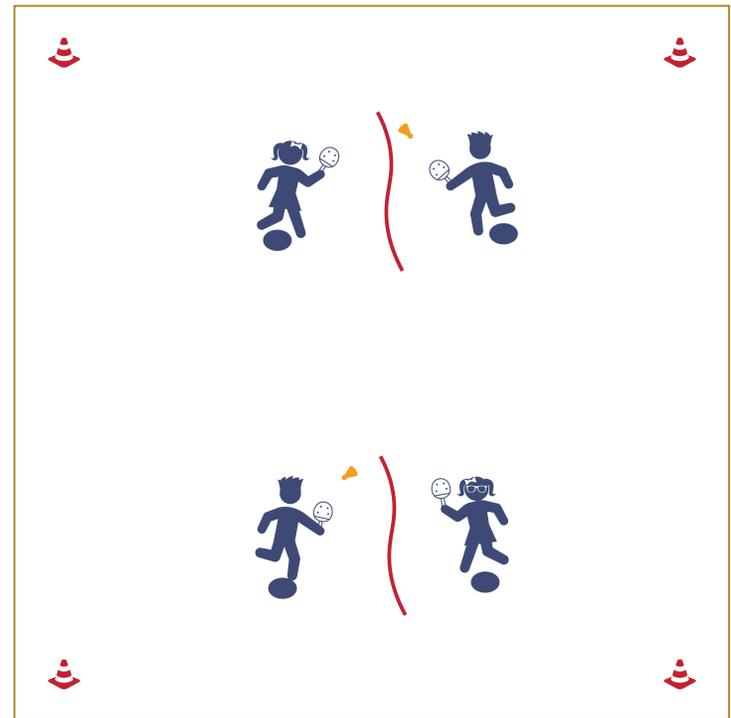
- ✓ Create courts using jump ropes as the “nets.” One poly spot on each side of every court.
- ✓ Each player with a paddle. Each pair with a birdie.

## How to play

1. Start on a spot.
2. Player 1 serves to player 2.
3. How many times can you and your partner work together to volley the birdie?

## Equipment

- ✓ 1 rope, 2 spots, 2 paddles, and 1 birdie per pair.



# 1 V 1 PICKLEMINTON

## Equipment

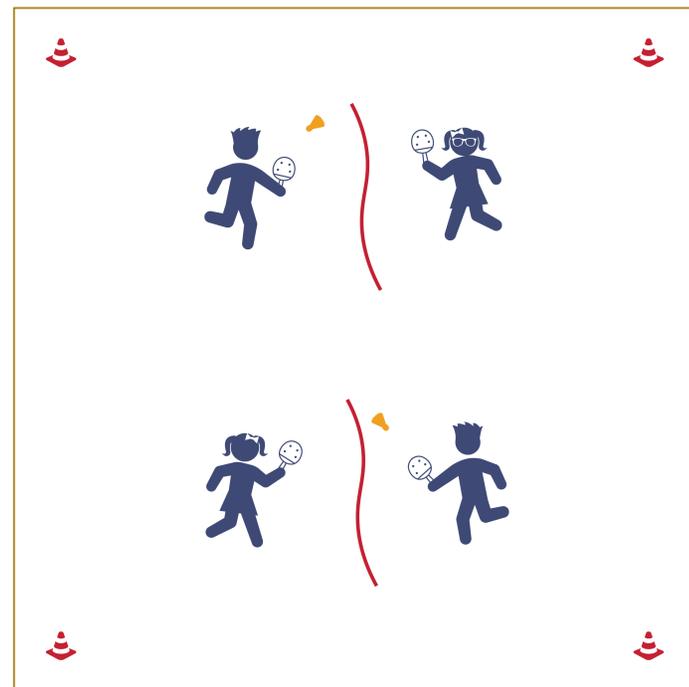
- ✓ 1 rope, 2 paddles, and 1 birdie per pair.

## Set-up

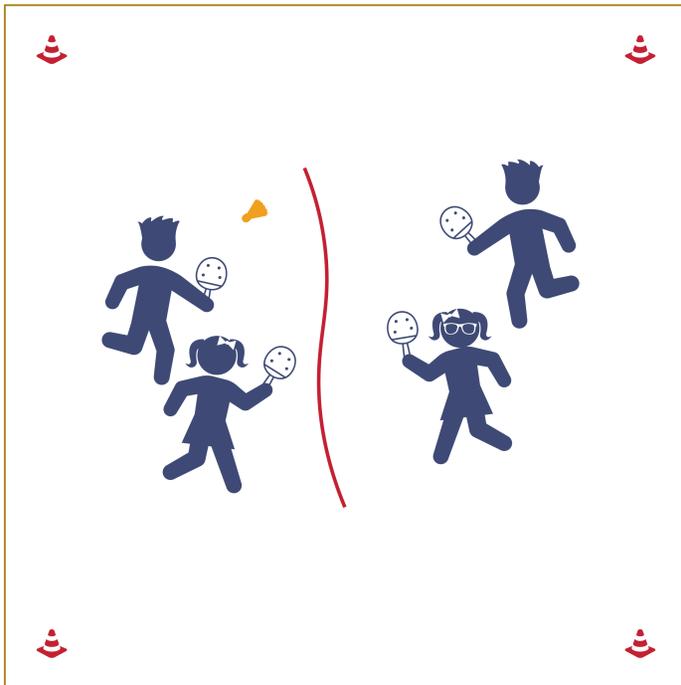
- ✓ Create courts using jump ropes as the “nets.”
- ✓ Each player with a paddle. Each pair with a birdie.

## How to play

1. Play Rock, Paper, Scissors to see who serves first.
2. Play Pickleminton until you hear the stop signal.



# 2 V 2 PICKLEMINTON



## Equipment

- ✓ 1 rope, 4 paddles, and 1 birdie per group of 4.

## Set-up

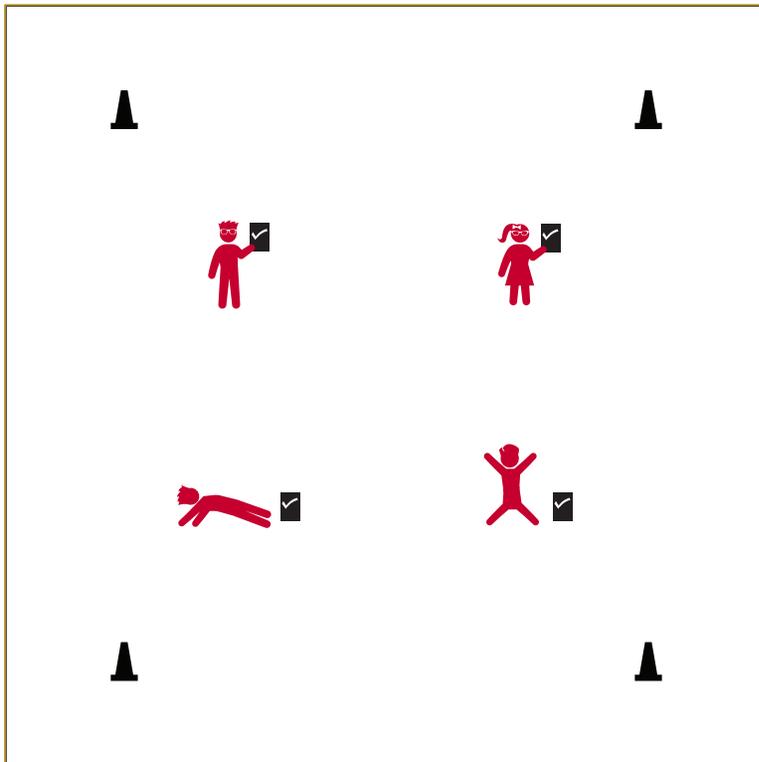
- ✓ Create courts using jump ropes as the “nets.”
- ✓ Each player with a paddle. Each group with a birdie.

## How to play

1. Play Rock, Paper, Scissors to see who serves first.
2. Play Pickleminton until you hear the stop signal.



# SELF-ASSESSMENT



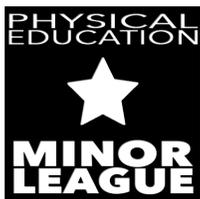
1. Complete the Assessment for Pickleminton Skills.
2. When finished, perform the following exercise sequence until it's time to rotate to the next station:
  1. 3 push-ups
  2. 11 calf-raises
  3. 33 jumping jacks



SELF-ASSESSMENT

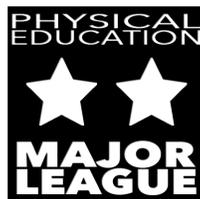
NAME: \_\_\_\_\_ GRADE: \_\_\_\_\_ CLASS: \_\_\_\_\_

Choose the level that describes your current skills and color that number of stars in the space provided for your assessment. If this is your pre-assessment, choose another level in the “Goal” column to show how much you’d like to improve your skills after some practice and hard work.



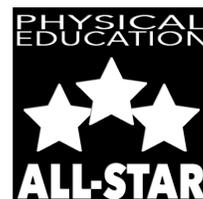
**Level 1:**

I’m in the **Minor Leagues**. I wish I could do this better, and so I will keep trying my best to improve.



**Level 2:**

I’m in the **Major Leagues**. Practice is helping, and I will keep trying my best to improve.



**Level 3:**

I’m an **All Star**. I can do this well. Practice worked, and now I want to keep learning more!

SKILL	PRE	GOAL	POST
<b>GRIP</b>			
<b>SERVE</b>			
<b>FOREHAND</b>			
<b>BACKHAND</b>			
<b>ETIQUETTE</b>			

## HOLISTIC PERFORMANCE RUBRIC

**GRADE:** \_\_\_\_\_ **CLASS:** \_\_\_\_\_

<b>Proficient 4</b>	<p>Consistently performs striking skills (serve, forehand, backhand) with control and accuracy, following all skill cues. Demonstrates the ability to perform skills in dynamic game-play environments. Conducts herself/himself safely, adhering to proper etiquette, and with consideration of others.</p>
<b>Competent 3</b>	<p>Performs striking skills with occasional errors in both form and outcome. Is able to participate in dynamic game-play environments. Conducts herself/himself safely, adhering to etiquette, and without disrupting the learning environment.</p>
<b>Lacks Competence 2</b>	<p>Performs skills with frequent errors in both form and outcome. Has great difficulty participating in dynamic game-play environments. Occasionally creates unsafe situations.</p>
<b>Well Below Competence 1</b>	<p>Displays unsatisfactory effort toward skill development. Often breaks safety rules and disrupts the learning environment.</p>

	Score	Comments
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		

HOLISTIC DUAL PERFORMANCE RUBRIC

INTERMEDIATE (3-5)

GRADE: \_\_\_\_\_ CLASS: \_\_\_\_\_

	Skill	Personal & Social Responsibility (PSR)
Proficient 4	Consistently performs striking skills (serve, forehand, backhand) with control and accuracy, following all skill cues. Demonstrates the ability to perform skills in dynamic game-play environments.	Conducts herself/himself safely and with consideration for others.
Competent 3	Performs striking skills with occasional errors in both form and outcome. Is able to participate in dynamic game-play environments.	Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs skills with frequent errors in both form and outcome. Has great difficulty participating in dynamic game-play environments.	Occasionally creates unsafe situations
Well Below Competence 1	Displays unsatisfactory effort toward skill development.	Often breaks safety rules and disrupts the learning environment.

Student Name	Skill	PSR	Comments
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			

**ACADEMIC LANGUAGE QUIZ**

**1**

**The quality of being precise or on target.**

- a. Talented
- b. Focused
- c. Accuracy
- d. Determined

**2**

**To hit forcibly and deliberately.**

- a. Pass
- b. Serve
- c. Forehand
- d. Strike

**3**

**Heartbeat felt through the side of the neck.**

- a. Carotid Artery
- b. Carotid Pulse
- c. Monitoring
- d. Heart Rate

**4**

**Location.**

- a. Placement
- b. Aim
- c. Shot
- d. Form

**5**

**To enter the birdie into play over the net.**

- a. Forehand
- b. Backhand
- c. Right Hand
- d. Serve

**6**

**Pointing out an error with suggestions for improvement.**

- a. Corrective Feedback
- b. Sway
- c. Strategy
- d. Discussion

**7**

**An evaluation of the ability of a player.**

- a. Station
- b. Lesson
- c. Teaching
- d. Assessment

**8**

**Specific, Measurable, Attainable, Realistic, and Timely.**

- a. Objectives
- b. Statements
- c. SMART Goals
- d. Short Goals

**SMART GOAL GUIDELINE SHEET**

**Choose 1 or both measurements (Heart Rate & Step Count).**

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Date of Trial 1: \_\_\_\_\_

<input type="checkbox"/> Heart Rate (Start):	<input type="checkbox"/> Step Count (Start): 0
<input type="checkbox"/> Heart Rate (2 minutes):	<input type="checkbox"/> Step Count (2 minutes):
<input type="checkbox"/> Heart Rate (3 minutes):	<input type="checkbox"/> Step Count (3 minutes):
<input type="checkbox"/> Heart Rate (4 minutes):	<input type="checkbox"/> Step Count (4 minutes):

The more skilled you and your partner become the more hits (volleys) you'll be able to make in a row without stopping and starting. Each time that you start and stop slows your pace and decreases the number of steps you'll get, as well as how high your heart rate will climb. So, the more skilled you are, the more active you can be.

Now, let's create a SMART goal to help you work toward and measure your skill improvement and increasing activity levels.

<b>S</b> pecific	What is your Specific goal?	
<b>M</b> easurable	How will you Measure your progress? (Heart Rate, Steps, or Both?)	
<b>A</b> ttainable	What will you need in order to Attain your goal?	
<b>R</b> ealistic	How do you know that this goal is Realistic?	
<b>T</b> imely	How much Time/practice periods will you need to work toward this goal?	

Date of Trial 2: \_\_\_\_\_

<input type="checkbox"/> Heart Rate (Start):	<input type="checkbox"/> Step Count (Start): 0
<input type="checkbox"/> Heart Rate (2 minutes):	<input type="checkbox"/> Step Count (2 minutes):
<input type="checkbox"/> Heart Rate (3 minutes):	<input type="checkbox"/> Step Count (3 minutes):
<input type="checkbox"/> Heart Rate (4 minutes):	<input type="checkbox"/> Step Count (4 minutes):

**PEER ASSESSMENT WORKSHEET**

**Use the Skill Cue Cards with this worksheet to complete the peer assessment exercise.**

Check the box for each skill/cue observed during a performance. Use the space next to the check marks to list 1 suggestion for improvement.

Partner 1 Name: \_\_\_\_\_

Partner 2 Name: \_\_\_\_\_

Partner 3 Name: \_\_\_\_\_

**Partner 1 Performance:**

- Correct Grip Suggestion: \_\_\_\_\_
- Shoulder to Target Suggestion: \_\_\_\_\_
- Swing (Paddle Starts @ Waist) Suggestion: \_\_\_\_\_
- Weight Transfer Suggestion: \_\_\_\_\_
- Follow Through to Target Suggestion: \_\_\_\_\_

*Provide 1 minute of corrective feedback before changing roles.*

**Partner 2 Performance:**

- Correct Grip Suggestion: \_\_\_\_\_
- Shoulder to Target Suggestion: \_\_\_\_\_
- Swing (Paddle Starts @ Waist) Suggestion: \_\_\_\_\_
- Weight Transfer Suggestion: \_\_\_\_\_
- Follow Through to Target Suggestion: \_\_\_\_\_

*Provide 1 minute of corrective feedback before changing roles.*

**Partner 3 Performance:**

- Correct Grip Suggestion: \_\_\_\_\_
- Shoulder to Target Suggestion: \_\_\_\_\_
- Swing (Paddle Starts @ Waist) Suggestion: \_\_\_\_\_
- Weight Transfer Suggestion: \_\_\_\_\_
- Follow Through to Target Suggestion: \_\_\_\_\_

*Provide 1 minute of corrective feedback before changing roles.*

**Hints for providing positive corrective feedback:**

- Provide an example of something the performer did well before you provide corrective feedback
  - Focus suggestions on the skill cues
  - Provide a specific goal/action that can be performed on the next attempt

Teaching Dates of Module:		School Year:	
<b>General Comments / Notes for Planning Next Year's Module</b>			
<ul style="list-style-type: none"> <li>✓ Comment 1</li> <li>✓ Comment 2</li> <li>✓ Comment 3...</li> </ul>			
<b>Self-Reflection Across Danielson's Four Domains of Teaching</b>			
<b>Domain 1: Planning &amp; Preparation</b>			
1a: Demonstrating Knowledge of Content/ Pedagogy		1d: Demonstrating Knowledge of Resources	
1b: Demonstrating Knowledge of Students		1e: Designing Coherent Instruction	
1c: Selecting Instructional Outcomes		1f: Designing Student Assessments	
<ul style="list-style-type: none"> <li>✓ Reflection 1</li> <li>✓ Reflection 2</li> <li>✓ Reflection 3...</li> </ul>			
<b>Domain 2: Classroom Environment</b>			
2a: Evidence of Respect and Rapport		2d: Managing Student Behavior	
2b: Establishing a Culture for Learning		2e: Organizing Physical Space	
2c: Managing Classroom Procedures			
<ul style="list-style-type: none"> <li>✓ Reflection 1</li> <li>✓ Reflection 2</li> <li>✓ Reflection 3...</li> </ul>			
<b>Domain 3: Instruction</b>			
3a: Communicating with Students		3d: Using Assessment in Instruction	
3b: Using Questioning and Discussion Techniques		3e: Demonstrating Flexibility and Responsiveness	
3c: Engaging Students in Learning			
<ul style="list-style-type: none"> <li>✓ Reflection 1</li> <li>✓ Reflection 2</li> <li>✓ Reflection 3...</li> </ul>			
<b>Domain 4: Professional Responsibilities</b>			
4a: Reflecting on Teaching		4d: Participating in a Professional Community	
4b: Maintaining Accurate Records		4e: Growing and Developing Professionally	
4c: Communicating with Families		4f: Showing Professionalism	
<ul style="list-style-type: none"> <li>✓ Reflection 1</li> <li>✓ Reflection 2</li> <li>✓ Reflection 3...</li> </ul>			
<b>Self-Rating with Rationale</b>			
<b>Choose One:</b>			
<b>Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1)</b>			
Provide rationale:			
<ul style="list-style-type: none"> <li>✓ Evidence 1</li> <li>✓ Evidence 2</li> <li>✓ Evidence 3</li> </ul>			