

Lesson 5 of 6

Paddle Games

EQUIPMENT

music » music player » paddles (one per student) » variety of balls; e.g., sponge, beach, or foam » long ropes » pylons

RELATED RESOURCES

- PlaySport website, www.playsport.net

Warm It Up

MUSICAL HOOPS

Scatter the same number of hoops as students on the floor throughout the activity area. When the music starts, instruct students to move around the hoops using the locomotor movement of their choice; e.g., hopping, crawling, skipping. When the music stops, each student must stand inside a hoop. Remove a hoop or two from the activity area after each round and explain that when the music stops again, all students must still find a hoop in which to stand. Allow a maximum of 4-5 students per hoop. Start the music and continue until only 5-6 hoops remain. Consider challenging students to move through the activity area at different levels (high, medium, low), or in different shapes (tall, wide, twisted, round).

ABCD's of Physical Education



Activity	
Basic Skills	
Application of Basic Skills	A1-11



Safety First!

See Safety Guidelines pages 19-20.

Clues that students are achieving the outcome...

Students will apply basic rules and fair play while playing and learning the strategies of lead-up games" *K-12 Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can take turns serving the ball
- Students can accurately count points
- Students can share positive comments about the performance of their opponent



Whoop It Up

PICKLE WAS A SAUSAGE DOG

Match the size of courts, equipment and rules to the age and skill level of students. While each student gets a paddle, create courts that are narrow and long (sausage dog) by using lines on floor or other boundary markers. Create a net using a long rope or by placing pylons across the middle of the court.



Safety First!

See Safety Guidelines pages 99-100.

One student starts on each half of the court. The game starts when one student serves the ball (by letting the ball bounce and then hitting it with a paddle, or by hitting it out of their hand) onto the other side of the net. Students score a point if the ball is hit into their opponent's court and is not returned or if the ball bounces more than once. Students take turns starting each rally with a serve. Invite student volunteers to demonstrate a couple of points. Remind students to use a handshake grip and to return to a ready position each time they hit the ball. Stop play after 2 minutes and instruct students to rotate courts and start a new game with a different opponent. Vary the level of difficulty by allowing students to use their hands to hit the ball instead of a paddle, or allow students to catch and throw the ball into their opponent's court. After a few rotations, stop play and ask students questions to raise their awareness of game strategy; e.g., "Why is ready position important in this game?" (for a quicker reaction to the ball) "What are the different types of shots or throws you can do in this game?" (drop shot just over the net, fast shots down the sides of the court, high shots to the back of the court), "Which areas of the court do you want to use in this game?" (long and short). Consider demonstrating some of the ideas shared. Rotate courts and encourage students to apply some of the strategies discussed. The next time students rotate, change the court size to short and fat (*pickle*).



Wrap It Up

POST GAME INTERVIEW

Gather as a large group and ask students if they found it easier or more difficult to make decisions about what types of shots to use when the court was changed from pickle to sausage dog? Were the rules harder to follow? Ask students to share positive examples of how they followed the rules and played fairly while practising game strategy.