



Recreational Games - Net and Wall Games

Unit Focus

In this unit, students will work in cooperative groups in various roles. The aim is to generate positive group dynamics and give each student leadership opportunities in their specified role. All students will participate in all of the physical activities, regardless of their role. Ultimately, each student will be a coach as they provide constructive, positive feedback to a player. Students will participate in pickleball, badminton, and other net games as determined by student input. Students will complete the Curl-up and Push-up State Fitness Tests during this unit and compare their current performance to their baseline data.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Healthy and Balanced Living Curriculum Framework Physical Education 9-12 <ul style="list-style-type: none">Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual performance activities, aquatics, net/wall games or target games). (S1.H1.L1)Demonstrates the ability to refine activity specific movement skills in one or more lifetime activities (outdoor pursuits, individual performance activities, aquatics, net/wall games, or target games). (S1.H1.L2)Demonstrates the ability to apply the terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits appropriately. (S2.H1.L1)Demonstrates the ability to identify and discuss the historical and cultural roles of games, sports, and dance in a society (S2.H1.L2)Demonstrates the ability to describe the speed vs. accuracy trade-off in throwing and striking skills. (S2.H2.L2)Demonstrates the ability to use strategies and tactics effectively during game play in net/wall and/or target games. (S2.H5.L1)Demonstrates the ability to apply strategies and tactics when analyzing errors in game play in net/wall and/or target games. (S2.H5.L2)	<i>Students will be able to independently use their learning to...</i> T1 Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations. T2 Develop skills, knowledge, and concepts through practice and analysis of results. T3 Demonstrate improved physical performance in skills and movement patterns.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Group activities involve skills that support working together, sharing ideas, and positive communication. They provide opportunities for socialization and a sense of community. U2 Regular exercise and physical activity supports overall health and well being by reducing the risk of chronic diseases, improving mental health, and providing the opportunity for socializing and being part of a community. U3 Engaging in physical activities that you enjoy increases the likelihood of participation. U4 Leadership requires responsibility and respect for others opinions, values, and backgrounds. U5 Good feedback is constructive, specific, and actionable and grounded in evidence. It should provide the recipient with a clear understanding of what they are doing well and where they need to improve, without being overly critical or vague.	<i>Students will keep considering...</i> Q1 What are the benefits of group sports? Q2 How can I maintain an active lifestyle? Q3 What is leadership? Q4 What does good feedback look/sound like? Q5 How can I use data and evidence to provide input/feedback? Q6 How can I use feedback to improve my performance?

Stage 1: Desired Results - Key Understandings

<ul style="list-style-type: none"> • Demonstrates the ability to exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance (S4.H2.L1) • Demonstrates the ability to use communication skills and strategies that promote team or group dynamics. (S4.H3.L1) • Demonstrates the ability to assume a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3. L2) • Demonstrates the ability to solve problems and think critically in physical activity and/or dance settings, both as an individual and in groups (S4.H4.L1) • Demonstrates the ability to apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1) <p>Madison Public Schools Profile of a Graduate</p> <ul style="list-style-type: none"> • Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG. 1.2) • Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1) 	<p>U6 By listening to feedback with an open mind and developing an action plan to apply the feedback, you can make improvements to your performance.</p>	
	<p>Acquisition of Knowledge and Skill</p>	
	<p>Knowledge</p>	<p>Skill(s)</p>
	<p><i>Students will know...</i></p> <p>K1 feedback should be focused on targeted, actionable suggestions and delivered in a encourage manner.</p> <p>K2 taking feedback from others is a good way to understand how to improve your game play.</p> <p>K3 Vocabulary: dink, volley, rally, lob, overhead slam/smash, drive shot, non volley zone (kitchen), birdie, clear shot, serving, double-bounce, rally scoring, side out scoring, home base (singles)</p> <p>K4 the difference between a volley and a rally and rally scoring vs. side out scoring.</p> <p>K5 service rotation.</p> <p>K6 the concepts and principles of force, motion, and rotation in order to analyze and improve their performance.</p> <p>K7 how each game is scored. purpose of each line for each game. single and doubles strategy tactics, including how to work with a partner (court coverage/positioning). speed vs. accuracy</p>	<p><i>Students will be skilled at...</i></p> <p>S1 demonstrating a basic understanding of how to play various net games so that they can pursue these activities beyond the classroom.</p> <p>S2 working together to achieve a common objective in game play.</p> <p>S3 being respectful to group members during game play.</p> <p>S4 taking on a leadership role during activities.</p> <p>S5 providing fair and evidence driven feedback in a positive and helpful manner.</p> <p>S6 using feedback to improve performance.</p>