

PPE 560 Adapted & Inclusive Physical Education

PICKLE BALL UNIT PLAN



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I. Environmental Analysis

This class is 8th grade co-ed physical education class. There are 34 students in the class, 18 boys and 16 girls. The students are very attentive and motivated to participate and excel within both the physical and health education classroom.

In this class, there are 3 students with disability. Alex is mobile by means of a wheelchair due to the accident. He loves get involved in PE class. He has a strong upper body and good manipulate skills. Sarah has Down syndrome and David has Autism. Sarah is hard worker and do well when the instruction is clear. Although David has a short attention, in a good mood he loves to work with peers.

The students have knowledge of tennis so they know how to play in court game. I chose the pickle-ball because the modification is easy and students on varying levels can play together.

The game of pickle-ball is a slowed down version of tennis, which emphasize on control and strategy rather than strength. Some physical education teachers use the game as a good skill developer for the forehand and backhand drives, lobs, and volleys. It also aids in the development of hand-eye coordination, fitness levels, and in game strategy. A pickle-ball unit may contribute to the following content standards.

- Demonstration of object control skills such as forehand, backhand, overhand, underhand stroke.
- Successful Participation
- Develop specific techniques and fitness
- Develop a motor skill
- Demonstrate appropriate behavior in a physical activity context; fair play, competitiveness, decision-making, respect for rules, responsibility
- Contribution of physical activity to lifelong health

While playing pickle-ball, the activities are almost always modified to enable students to have success. And the main outcome of physical education today is for students to be active throughout their lifetime. Thus, this unit can provide students with motivations to take part in physical activity opportunities outside of school.

II. Block Plan for the entire unit

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
<p>Intro: Pre-Assessment of Pickleball</p> <p>Fitness: Four Corner Fitness</p> <p>Lesson: History, rules, and court boundaries of Pickleball</p> <p>Game: Pre-Assessment of Pickleball</p>	<p>Intro: Pre-Assessment of Pickleball</p> <p>Fitness: Aerobic Capture (Physical Best Book)</p> <p>Lesson: Types of grip, (Eastern forehand grip, Eastern backhand grip, and the Continental grip) stance, and court positioning.</p> <p>Game: Pre-Assessment of Pickleball</p>	<p>Intro: Review of grip, stance, and court positioning.</p> <p>Fitness: Deal or No Deal</p> <p>Lesson Focus: Serve and ball placement</p> <p>Game: Ball Spin Rally Down the line and crosscourt drill</p>	<p>Intro: Review and practice of serve and ball placement</p> <p>Fitness: Muscles in Action</p> <p>Lesson Focus: Forehand and Backhand Drive.</p> <p>Game: Partners hit back/forth between forehand and back hand.</p>	<p>Intro: Review and practice of forehand and backhand drive.</p> <p>Fitness: Two by Two Fitness</p> <p>Lesson Focus: Forehand and Backhand Lob.</p> <p>Game: Serving Assessment</p>	<p>Intro: Review and practice of forehand and backhand lob.</p> <p>Fitness: Scooter Bring Back</p> <p>Lesson Focus: Forehand and Backhand Volley.</p> <p>Game: Forehand and Backhand Volley and Drive Assessment</p>
Day 7	Day 8	Day 9	Day 10	Day 11	Day 12
<p>Intro: Review and practice of forehand and backhand volley.</p> <p>Fitness: Circuit Training</p> <p>Lesson Focus: Overhead smash and ball spin.</p> <p>Game: Speed Tennis</p>	<p>Intro: Review overhead smash and ball spin</p> <p>Fitness: Fitness Race Track</p> <p>Lesson Focus: Rules and etiquette of pickle ball and scoring.</p> <p>Game: Forehand and Backhand Lob Assessment.</p>	<p>Intro: Scoring, Rules, and History of Pickleball Quiz.</p> <p>Fitness: Push-Up Routine</p> <p>Lesson Focus: Game Strategies and Court Movement.</p> <p>Game: Bucket Tennis</p>	<p>Intro: Review of skills and game strategies</p> <p>Fitness: Two by Two Fitness</p> <p>Lesson Focus: Modified Game Play</p> <p>Game: One-bounce partner drill, partner rally drill.</p>	<p>Intro: Review and practice of game strategies and court movement.</p> <p>Fitness: Frisbee Golf Fitness</p> <p>Lesson Focus: Regulation Singles Tournament</p> <p>Game: No Elimination Tournament</p>	<p>Intro: Review and practice of game strategies and court movement.</p> <p>Fitness: 12 ways to fitness (Physical Best Book)</p> <p>Lesson Focus: Regulation Doubles Tournament</p> <p>Game: No Elimination Tournament</p>

III. Four Lesson Plans

Day 2

Introduction Activity: Pre-Assessment of Pickle-ball

Fitness Activity: The Electric Chair

Lesson Focus: Types of grip, (Eastern forehand grip, Eastern backhand grip, and the Continental grip) stance, and court positioning.

Game: Pre-Assessment of Pickle Ball

Lesson Objectives:

- Students will be able to work cooperatively with their partner during the Aerobic Capture fitness activity.
- Students will be able to remember and correctly place their hand in the Eastern forehand grip, the Eastern backhand grip or the Continental grip, when asked by the teacher.
- Students will be able to demonstrate mature forms in locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills.
- Students will be able to describe and monitor (keeps a record of) intensity of exercise.

National Standards:

Standard 1: Demonstrate competency in many movement forms and proficiency in a few movement forms.

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

Assessments to Meet Objectives:

Technology or Rational Why Not Used: Heart rate monitors, use of Microsoft word to write lesson plan and Internet for fitness activity.

Equipment: Pickle ball paddles, balls, nets, courts, any type of chair; resistance tubes, bands, hand weights, cans of soup, anything that provides resistance; mats, rugs or towels.

Introduction activity

Another day of pickle ball pre-assessment. The students have still not been exposed to any of the actual game play, so we can still see the different skill levels of the students with no instruction. This pre-assessment will give us a baseline of what different level of abilities the students have and will help us see their improvement as the unit progresses.

Modifications

Alex in a wheelchair – He can use a short length and larger racket so that he can reduce the demanding of court coverage.

Sarah with Down syndrome - None

David with Autism - None

Fitness Activity - Wheelchair Fitness

· **Description of Activity** - All participants are seated with good posture in a chair. Equipment such as mats, rugs, or towels is placed underneath the chair for safety purposes. Slow music is used for basis warm-ups modified for chair work, then the Electric Slide is played and the instructor or participant for chair usage modifies dance. Then high-energy music allows for resistance work or any exercise such as chair squats, triceps dips, etc. All exercises must be chair involved whether the participant is sitting, standing, or lying on the floor with feet or legs on the chair. The chair acts as a security device for some students who may be intimidated at first. Finish with slow cool down music while still involving the chair.

Modifications

Alex in a wheelchair – Alex will be able to participate in the full practice time without modifications made. He may lead the activity on wheelchair.

Sarah with Down syndrome, David with Autism - Have them orally identify the muscles being exercised. Using heart rate monitors or by taking their pulse, have students identify their working heart rate and compare to their pre-calculated working heart rate range.

Lesson Focus

· Types of grip, (Eastern forehand grip, Eastern backhand grip, and the Continental grip) stance, and court positioning. Students will receive a hand out with the official rules of the game. During discussion the students will demonstrate comprehension of the rules.

Modifications

Alex in a wheelchair, Sarah with Down syndrome, David with Autism - Use of both verbal and visual cues when discussing the different grips, stance, and court positioning. They can use a foam ball instead of weights; panty hose instead of resistance tubing; can move just the arms or legs to any of the exercises.

Game: Pre-Assessment of Pickle Ball

Modifications

Alex in a wheelchair – He can use a short length and larger racket so that he can reduce the demanding of court coverage.

Sarah with Down syndrome - None

David with Autism - None

Day 5

Introduction Activity: Review and practice of forehand and backhand drive

Fitness Activity: Two by Two's Fitness Fun

Lesson Focus: Forehand and Backhand Lob

Game: Serving Assessment

Lesson Objectives:

- Students will be able to work cooperatively with their partner to complete the Two-by-Two fitness worksheet.
- Students will quickly return the ball back to their partner to allow for maximum practice time during the partner lob drill.
- Students will be able to demonstrate mature forms in locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills.
- Students will be able to identify activities that, when done regularly, can contribute to an active lifestyle.
- Students will be able to describe and monitor (keeps a record of) intensity of exercise.

National Standards:

Standard 1 Demonstrate competency in many movement forms and proficiency in a few movement forms.

Standard 3 Exhibit a physically active lifestyle.

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

Assessments to Meet Objectives: Successful completion of the two-by-two fitness worksheet and answer teacher's questions. The teacher will observe how the students are working with their partner during the Partner lob Drill.

Technology or Rational Why Not Used: Heart rate monitors, Microsoft word to write lesson plan, and Internet for fitness Activity.

Equipment: Paddles, Balls, nets, courts, 4 jump ropes, 20 5lbs weights, 1 mat, pencil, copies of worksheet Fitness Activity: Title/Name: Two-by-Two Fitness

Introduction Activity - Review and practice of forehand and backhand drive

Students will be given the opportunity to practice both of these shots. Since both the backhand and forehand drive will be addressed towards the end of the unit, the students will use this extra time to practice these shots.

Modifications

Alex in a wheelchair – Modify the type and size of the racket and the ball being used.

Sarah with Down syndrome - Modify the type and size of the ball being used

David with Autism - Change the color of the ball to bright colors for concentration on the ball

Fitness Activity - Two by Two's Fitness Fun

· **Description of Idea** - Provide each student with a copy of the following two by two's worksheet. Listed on the handout are 15 different tasks. While teaming with a new partner for each task each student is to attempt to complete the entire sheet of fitness activities. Each time a task is completed the two partners should sign each other's sheet. After the completion of one task the students should find a new partner to do a different task with. Add music to make the activity more fun if you can.

Teacher Focus: Watch the students to make sure they are using the proper form while completing the tasks.

13 push-ups, Do arm wrestle, 20 shoulder presses, 50 jump hops, 25 crunches, 15 right arm curls, 15 right arm frontal ext, 20 tri-cep extensions, 15 left arm curls, 15 right arm lateral ext, High ten your pe teacher, 15 left arm frontal ext, Jump rope for 1 minute, Take your heart rate for 1 min, 30 second dance

Modifications

Alex in a wheelchair – For the exercises he will do the upper body exercises such as arm strengthening exercises. He can do bicep curls, triceps extensions, and other activities with a resistance band or without one.

Sarah with Down syndrome - Sarah will have another student to follow.

David with Autism - He will have a hard time focusing on the fitness activities. He will be partnered with someone who is willing to help him. A student who can keep him on task and motivated.

Lesson Focus - Forehand and Backhand Lob

· **Partner Rally Drill** - Partners face each other over a net. Drop-hit the ball to begin and rally with and without letting the ball touch the floor. Use both forehand and backhand hits. Attempt to rally 10 times consecutively.

· **Partner One-Bounce and Lob drill**- Partner A drop hits to partner B who lobs the ball using forehand or backhand lob. Return shot from partner A is a one bounce hit. Continue with one-bounce to lob. Switch roles (5 min.)

Modifications

Alex in a wheelchair – Use the narrow court only on his side. Modify the size the ball being used.

Sarah with Down syndrome - Be partnered with a good role model student.

David with Autism - Be partnered with a good role model student. The helper and teacher will help remind him to stay on task in case he gets unfocused.

Game - Serving Assessment

Modifications

Teacher will assess students in the real context of game. Teacher will give the students with disabilities 3 times of opportunity for successful serve. In addition, the teacher will let them choose the types and colors of rackets and balls.

Day 6

Introduction Activity: Review and practice of forehand and backhand lob

Fitness Activity: Scooter Bring Back

Lesson Focus: Forehand and backhand volley

Game: Forehand and backhand volley and drive assessment

Lesson Objectives:

- Students will be able to demonstrate their levels of strength during their participation in Scooter Bring Back by increasing the amount of weight of the objects they carry throughout the activity.
- Students will be able to identify the skill cues for the forehand and backhand volleys when asked by the teacher.
- Students will be able to demonstrate mature forms in locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills.
- Students will be able to demonstrate basic competency in more complex motor (movement) skills related to specific sports activities.
- Students will be able to identify basic concepts that apply to the movement and sports skills being practiced.

National Standards:

Standard 1 Demonstrate competency in many movement forms and proficiency in a few movement forms.

Standard 2 Applies movement concepts and principles to the learning and development of motor skills.

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

Assessments to Meet Objectives: Students will turn in their forehand and backhand volley and drive assessment at the end of the class.

Technology: Heart rate monitors and internet for fitness activity

Equipment: Paddles, Balls, nets, courts, scooters, cones, steps, and different weights

Introduction Activity - Review and practice of forehand and backhand lob

- Students will be given more opportunity to practice these shots before their skill tested.

Modifications – Students are not allowed do volley when the students with disabilities practice the lob skill.

Alex in a wheelchair – Use the narrow court only on his side. Modify the size the ball and racket being used.

Sarah with Down syndrome - Be partnered with a good role model student.

David with Autism - Be partnered with a good role model student. The helper and teacher will help remind him to stay on task in case he gets unfocused.

Fitness Activity - Chair Bring Back

- **Description of Idea** - Split your class into groups of three. Each team will have a Chair. One of the group sit on the chair and have the rest of the students carry the chair to travel to the other side of the gym and pick up one of the objects that has been placed there. They will attempt to bring it back. If the object is dropped, they must go back to the place they picked it up and start over. This is why you would want large objects. The students work on muscular strength when carrying the chair and objects. It's good to have the students talk in their groups, so they have a plan of who will pick up what item.

Modifications – Students with disabilities will participate fully in this activity. They will play the game on the chair and pick up the objects while the other group members are carrying them.

Lesson Focus - Forehand and backhand volley

· **Partner Rally Drill** - Partners face each other over a net. Drop-hit the ball to begin and rally with and without letting the ball touch the floor. Use both forehand and backhand hits. Attempt to rally 10 times consecutively.

· **Partner One-Bounce and Volley Drill** - Stand 30 feet apart and mix volleys and one-bounce shots, using forehand, backhand, underhand, and overhand hits. (8-10 min.)

Modifications

Alex in a wheelchair – will have a friendly opponent.

Sarah with Down syndrome and David with Autism – will participate fully in the lesson focus. They also have a partner who will give them the positive feedback.

Game - Forehand and backhand volley and drive assessment

Modifications

Alex in a wheelchair will play fully with the light ball that can reduce the game speed. He also can play in the relatively narrow area.

Sarah with Down syndrome can fully participate without modifications in the game. If equipment issues arise when she play, Sarah can choose the different equipment.

David with Autism will practice his volley skills today with a partner. Modifications will be made upon his attitude towards peer work.

Day 7

Introduction Activity: Review and practice forehand and backhand volley

Fitness Activity: Circuit Training

Lesson Focus: Overhand smash and ball spin

Game: Speed tennis

Lesson Objectives:

- Students will be able to identify the two types of ball spins used during a game of pickle ball and what the advantages of both are.
- Students will be able to use different dynabands to increase and decrease the amount of load on their muscles during circuit training surprise.

- Students will be able to demonstrate mature forms in locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills.
- Students will be able to describe basic strategies for offense and defense in simple lead-up games.
- Students will be able to describe and monitor (keeps a record of) intensity of exercise.

National Standards:

Standard 1 Demonstrates competency in many movement forms and proficiency in a few movement forms.

Standard 2 Applies movement concepts and principles to the learning and development of motor skills.

Standard 3 Exhibits a physically active lifestyle.

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

Assessments to Meet Objectives: The teacher will provide different tension dynabands for students to use during circuit Training Surprise.

Technology: Heart rate monitors and Internet for fitness activity

Equipment: Paddles, Balls, nets, courts, large balloon, Colored index cards with exercises printed on them, pen, CD player, upbeat music, jump ropes, dumbbells, and dynabands, hula-hoops

Introduction Activity - Review and practice forehand and backhand volley

- Students will be given more opportunity to practice these shots before their skill tested.

Modifications

Alex in a wheelchair will play fully with the light ball that can reduce the game speed. He also can play in the relatively narrow area.

Sarah with Down syndrome can fully participate without modifications in the game. If equipment issues arise when she play, Sarah can choose the different equipment.

David with Autism will practice his volley skills today with a partner. Modifications will be made upon his attitude towards peer work.

Fitness Activity - Circuit Training

· **Description of Idea** - To begin the activity, have the students move throughout the activity area to the music and using their teachers choice of locomotor pattern (i.e., galloping, skipping, jogging, walking, etc.). When the music stops (or on the teachers signal), the students go to the middle of the playing area, get a balloon; pop the balloon by sitting on it. They then read the activity card that is contained in the balloon. Examples of activities to put in the balloons are:

- dynaband arm stretches
- dumbbell arm curls
- abdominal crunches (e.g., sit ups)
- modified or regular push ups
- jump rope
- dance
- stretching

The necessary equipment should be placed in various areas of the room so that each activity has a designated station with enough space for students to comfortably and safely work in. The length of time the students perform should be for approximately 30 seconds to a minute interval. Once the time for the stationary activity is up, during the rest time,

have students trade pieces of paper to get a new activity. Once again, a new form of traveling should take place until the music stops again. Students should then perform a new stationary activity. Continue this pattern until all students have experienced each of the activities.

Modifications

Alex in a wheelchair will participate fully in this activity but will be given alternate exercises to perform during the fitness. Alex will be given a resistance band to use for these exercises.

Sarah with Down syndrome - None

David with Autism - None

Lesson Focus - Overhand smash and ball spin

· **Rally Tally** - Partners count how many times a ball may be hit over the net with one bounce. When a ball is hit out, in the net or two bounces switch places with teammates.

· **One-bounce partner drill** - In partners about 30 feet apart, students drop hit the ball to their partner, who let it bounce once before returning. When an error is made begin with a drop hit once again. After several rally, try to smash and spin the ball. Change partners after the practice.

· **Team Challenge:** Begin with each team putting two players on the court against partners from another team. Put ball in play with a drop-hit and play out the point. Team who wins the point stays on the court and receives a point for their SE team. Losing team from the point switch with two teammates. When a team wins by overhead smash, the team gets 2 points. Winning partners stay on until losing a point or winning 3 consecutive points. Play to seven or time limit. Rotate teams. Round Robin format.

Modifications

Alex in a wheelchair – Alex will have a friendly partner so that he can try to do smash overhead and ball spin more easily.

Sarah with Down syndrome and David with Autism will be given alternate exercises without overhead smash and ball spin. Their lesson focus is to hit the ball more accurately. They will have a friendly partner.

Game - Pickle-ball golf

· Students will serve a ball so that the ball will pass the hula-hoop over the net.

Modifications

Alex in a wheelchair will not need modifications for this activity.

Sarah with Down syndrome will be given the option to play solo on the challenge course or to play with her partner.

David with Autism will first practice the skills with a partner and in her space. After some practice she will be able to practice separately without any help.

IV. Teaching Signs, Visual Aids and/or Handouts

Pickle-ball Rules

1. **Lines:**
 - a. Baseline
 - b. Sidelines (short and long)
 - c. Non-volley line
2. **Serving:**
 - a. **General rules:**
 - i. The serve must be made from the baseline (no stepping on baseline allowed) with an underhand stroke.
 - ii. Serves must travel diagonally and land between the non-volley line and the baseline of the service court opposite of the serving player.
 - iii. Serving always starts from the right side
 - iv. Second serve rule applies (if the first one is unsuccessful); if second serve is unsuccessful too, then the point goes to the receiving team (as well as the serve)
 - v. If the ball touches the net during a serve, it's a do-over
 - b. **Singles:**
 - i. If the person who served scored, he/she continues serving, and changes side for each new serve
 - ii. If the person who served did not score, the other person serves
 - c. **Doubles:**
 - i. The player from the serving team serves until his/her team loses a point
 - ii. Next time a team gets to serve, the second/other player serves
 - iii. Changing sides is the same as singles
3. **Double Bounce Rule:**
 - a. 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.
 - b. After the two bounces have occurred, the ball can either be played off the bounce or be volleyed.
4. **Scoring:**
 - a. **Rally method:** points can be won either by the serving team or by the receiving team.
 - b. A match can be played either to 11 points or 21 points
 - c. A match has to be won by a 2-point difference (if playing by points)
 - d. We will usually be playing for time
5. **General Rules:**
 - a. The ball may only bounce once per side.
 - b. After a player hits the ball, it must travel to the other side of the net.
 - c. If the ball hits one of the sidelines or the baseline, it is a playable ball.
6. **Faults:**
 - a. Serving the ball into an incorrect area.
 - b. Hitting the ball out of bounds.
 - c. Volleying the ball before it has bounced once on each side.
 - d. Hitting the ball into the net or hitting the net with your paddle or body.
 - e. Hitting the ball while in the non-volley zone before it is allowed to bounce.
 - f. Stepping on or over the non-volley zone line when hitting the ball.
 - g. Missing the ball when you try to hit it.
 - h. Server swings the paddle with the intent of hitting the ball but misses.

V. Knowledge and/or Skills Tests Used

Scoring Guide for Analyzing Racquet Games Performance

How points generally get scored >>>>	Fewer Unforced Errors, More winners		More unforced errors, more forced errors
Skill / Level	Mastery / Competence (3)	Emerging (2)	Struggling / Surviving (1)
<p>Central Court Position</p> <p>Movement (home & recovery)</p>	<p>In most instances incorporates movement to the shot, execution of the shot and the return to the base position;</p> <p>Uses fluid/effective footwork to play the next stroke even when off-balance;</p> <p>Moves to control central court position with fluid footwork.</p>	<p>Periodically recovers to base position after each shot;</p> <p>At other times lacks footwork to recover in time to receive the next shot, and therefore is caught out of position leaving an open court for opponent to play into.</p> <p>At times, footwork is clumsy/less fluid.</p>	<p>May start in base position but does not return to this during the play;</p> <p>Court movement is clumsy if used at all;</p> <p>Player does not respond to placement of the ball, and is rooted to the spot and plays shots from there.</p>
Ball Placement	Works the opponent either short or long using angles dependent on opponent's court position with some recognition of opponent's strengths and weaknesses.	Returns the ball in most cases, but with little placement and/or consideration of opponent's position.	<p>Makes shots to simply get the ball back over the net, but struggles to do so;</p> <p>May need "no barrier" net and larger racket, to play the game.</p>
Shot Selection	<p>Takes advantages of game situations and shots reflect consideration of opponent's and own court position.</p> <p>Shots reflect consideration of opponent's and own court position.</p> <p>Uses a wide variety of strokes at the right time, but precision may still lack at times.</p>	<p>Selects the right shots but they still lack precision OR has precision but employs only a few strokes.</p> <p>Ball is kept in play, but offers opponent easy return opportunities.</p> <p>Tends to favor certain shots.</p>	<p>Shots are inconsistent;</p> <p>Reacts to the ball late as s/he does not adjust;</p> <p>Shots reflect either wild swings or more like tentative rebounds off the strings.</p> <p>Shots are sometimes wild, and are very inconsistent.</p>

<p>Anticipation Skills</p>	<p>Consistently anticipates opponent's next shot by watching racket head and body position and placement of the ball from their own shot;</p> <p>Most of the time can anticipate opponent's next shot by watching racquet-head and body position and placement of the ball from their own shot.</p>	<p>Anticipates opponent's next play, but not early/quick enough to gain an advantage moving to the ball to catch opponent out of position with their next shot;</p> <p>Shots are thus more defensive in nature.</p> <p>Sporadic anticipation of opponent's next play;</p> <p>Little advantage gained and cannot catch opponent out of position with their next shot;</p> <p>Shots are taken later and are defensive in nature.</p>	<p>Does not anticipate opponent's play and, thus, mostly on the defensive;</p> <p>Primarily concerned with how to hit the shot and judging the correct pace with which to hit this shot.</p> <p>Reacts to all plays by opponent;</p> <p>Constantly on the defensive and still trying to come to terms with executing shots.</p>
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From Complete Guide to Sport Education (2ND ed.) by Daryl Siedentop, Peter A. Hastie, and Hans van der Mars, 2011, Champaign, IL: Human Kinetics.

VI. References

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