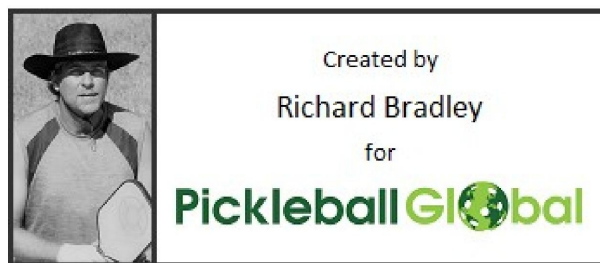


Pickleball Development Coach Course

Practical Evaluation (Topics)



Practical Evaluation (75 minutes)

During evaluation, students will be (randomly) assigned a topic consisting of a practice activity (drill) and related learning objectives. It will be up to each student (turns determined randomly after a few minutes to think about their topic) to introduce the topic and lead their peers (acting as pickleball beginners again) through the activity, adapting it as necessary for the number of students present, and providing helpful feedback. This evaluation should be at least 5 minutes and not longer than 9 minutes per participant. One evaluation at a time in a class of 8 participants would likely take at most 80 minutes: 7-9 min each with a couple minutes between each to allow you to complete each evaluation. To avoid having any two participants assigned the same coaching topic, it may be useful to split a large class into two evaluation groups.

Grading

Videotaping the practical tests for objective review may be a good idea, but you should mark an assessment card for each participant at the time of the evaluation.

As described in the participants' pre-reading (page 1) the following are the evaluation criteria and grading scale, for a total value of 50 points, with 10 being the absolute minimum possible score (e.g. for a participant who is absent). (1: not at all; 2: poor; 3: fair; 4: good; 5: excellent)

1. Initial Contact		
• friendly greeting	(1 – 5)	Total: <u> </u>
• could be heard and seen by everyone	(1 – 5)	15
• explanation of the plan (clear, concise)	(1 – 5)	
2. Demonstrations of Teaching Point and Activity		
• showed students clearly what to do	(1 – 5)	Total: <u> </u>
• demonstrated correctly	(1 – 5)	15
• concise and in a sensible order	(1 – 5)	
3. Running of the Activity		
• set up the activity effectively	(1 – 5)	Total: <u> </u>
• took leadership role & kept students on track	(1 – 5)	20
• engaged students; gave positive, effective feedback	(1 – 5)	
• prioritized safety	(1 – 5)	
Final score:		<u> </u> 50

A score of 30 or higher on the Practical Evaluation is required for a pass.

Level 1 Practical Evaluation – Assessment Card

Student Name: _____

Date: _____

Activity:

Learning Objectives:

1. Initial Contact

- friendly greeting (1 – 5)
- could be heard and seen by everyone (1 – 5) Total: _____
- explanation of the plan (clear, concise) (1 – 5) 15

2. Demonstrations of Learning Objective and Activity

- showed students clearly what to do (1 – 5)
- demonstrated correctly (1 – 5) Total: _____
- concise and in a sensible order (1 – 5) 15

3. Running of the Activity

- set up the activity effectively (1 – 5)
- took leadership role & kept students on track (1 – 5) Total: _____
- engaged students; gave positive, effective feedback (1 – 5) 20
- prioritized safety (1 – 5)

Final score: _____
50

Comments:

Evaluation topics

activity: dinking (cooperative)

Using the non-volley zones, run an activity to help students improve their consistency and versatility with dinks both straight ahead and cross-court. Adapt to the number of students in your group. Adapt for the number of players in your group.

learning objectives:

- Good ready position
- Quick feet
- Good stroke technique
- Volley when the ball is high and deep enough
- Reposition wisely before and after your shots

activity: dinking (competitive)

Using the non-volley zones, run an activity in which students practise applying pressure to opponents, and defending against aggressive forecourt play. Adapt for the number of students in your group.

learning objectives:

- Reset to nullify pressure and buy time to improve your position
- Try to create openings and wait for the right ball to be aggressive.
- Volleying steals time from opponents
- Reposition wisely before and after your shots

activity: volley dinking (competitive)

Using targets marked or placed just inside the non-volley zone lines, run an activity that encourages students to use volley dinks to defend targets on their side of the net and hit targets on the other side. Adapt for the number of players in your group.

learning objectives:

- volleying with control
- learn to avoid getting pushed back during dinking exchanges
- some advantages of volleying

activity: speedups & reset volleys (cooperative)

By controlling such variables as distance from target, target choice, and shot power, run a progressively challenging activity in which students take turns learning to hit aggressive shots on balls high enough to attack, and learning to use defensive volleys that absorb pace and drop the ball into the kitchen. Adapt for the number of players in your group.

learning objectives:

- Appropriate grip strength
- Ready position
- When to attack / When not to attack
- Wise target selection
- Stroke technique

activity: punch volleys & counterattacks (cooperative)

By controlling such variables as distance from target, target choice, and shot power, run a progressively challenging activity in which students practise hitting aggressive shots on balls high enough to attack, and develop quicker hands for punching back. Adapt for the number of players in your group.

learning objectives:

- Ready position
- Wise target selection
- Compact stroke in front of your body

activity: dinks, speedups & counterattack volleys (competitive with incentives)

Using a penalty or penalties to discourage risky overhitting and impatient choices (e.g. attacking too hard, attacking too soon on the wrong ball); and a bonus or bonuses to encourage setting up (and preventing) attack opportunities, run an activity in which students compete in dinking contests that often end in firefights. Adapt for the number of players in your group.

learning objectives:

- When to attack / When not to attack
- Unattackable dinks
- Applying pressure with pushy dinking to set up openings
- Volleying to steal time
- Cross-court covers the middle; straight-ahead covers the line

activity: serve & return (competitive)

Using targets marked or placed near the baselines, run an activity in which servers try to serve consistently using depth and pace if they can do so without faults; and returners try to hit high, deep replies, giving themselves enough time to form a wall behind the non-volley zone as quickly as possible. If you wish, have opponents play out the rest of each rally to test the effects of these and other efforts to secure an advantage. Adapt for the number of players in your group.

learning objectives:

The deeper and harder your serve, the more likely you get an easy 3rd shot and opportunity to move to a more offensive position

A high, deep return buys you more time to move up to an offensive position

Server and server's partner should remember to stay back (2-bounce rule)

Returner's partner is free to start near the non-volley-zone.

activity: drop shots (cooperative)

By controlling such variables as direction (angle) and distance from the non-volley zone, run a progressively challenging activity in which students take turns learning to hit consistently accurate drop shots toward targeted parts of the kitchen from various parts of the court, and learning to accurately return the ball from just behind the kitchen either by volley or off the bounce. Adapt for the number of players in your group.

learning objectives:

- Lift with your legs and shoulder; large muscles have more control
- Compact stroke in front of your body
- A high ball descending before it reaches the plane of the net is not only safest but buys you more time to improve your position
- Volley or hit up from below or near the net with control

activity: drops (competitive)

Run an activity in which players near the baseline make use of drop shots in an effort to improve to a neutral or more offensive position near the kitchen, while players at the kitchen try to keep them back and on the defensive. Choose a bonus or penalty that encourages players near the net to steal time from their opponents where possible. Adapt for the number of players in your group.

learning objectives:

Move up as soon as possible; near the non-volley zone is a strong position
(If you have a partner) moving up together is safer than one at a time
Being in motion when your opponent hits the ball causes errors; use the split-step
When opponents are in the back court, try to keep them there
Volleys help to steal time from your opponents

activity: drops (competitive)

Run an activity in which players near the baseline make use of drop shots in an effort to improve to a neutral or more offensive position near the kitchen, while players at the kitchen try to keep them back and on the defensive. Choose a bonus or penalty that encourages players hitting drops to buy themselves plenty of time to improve their position. Adapt for the number of players in your group.

learning objectives:

- Move up as soon as possible; near the non-volley zone is a strong position
- (If you have a partner) moving up together is safer than one at a time
- Being in motion when your opponent hits the ball causes errors; use the split-step
- When opponents are in the back court, try to keep them there
- Cross-court drops with a high arc provide the most time to advance your position, and are also less likely to hit the net and less likely to be attackable.

activity: forehand & backhand drives

Using targets marked or placed near the baselines, run an activity that encourages students to practise deep, accurate groundstrokes with good technique, footwork and preparation – slowly at first, then with increasing pace. Adapt for the number of players in your group.

learning objectives:

- Athletic stance, quick feet, well balanced
- Paddle ready early
- Watch the ball
- Compact backswing
- Contact in front of your body
- Hit through the ball
- Reposition wisely before and after your shots