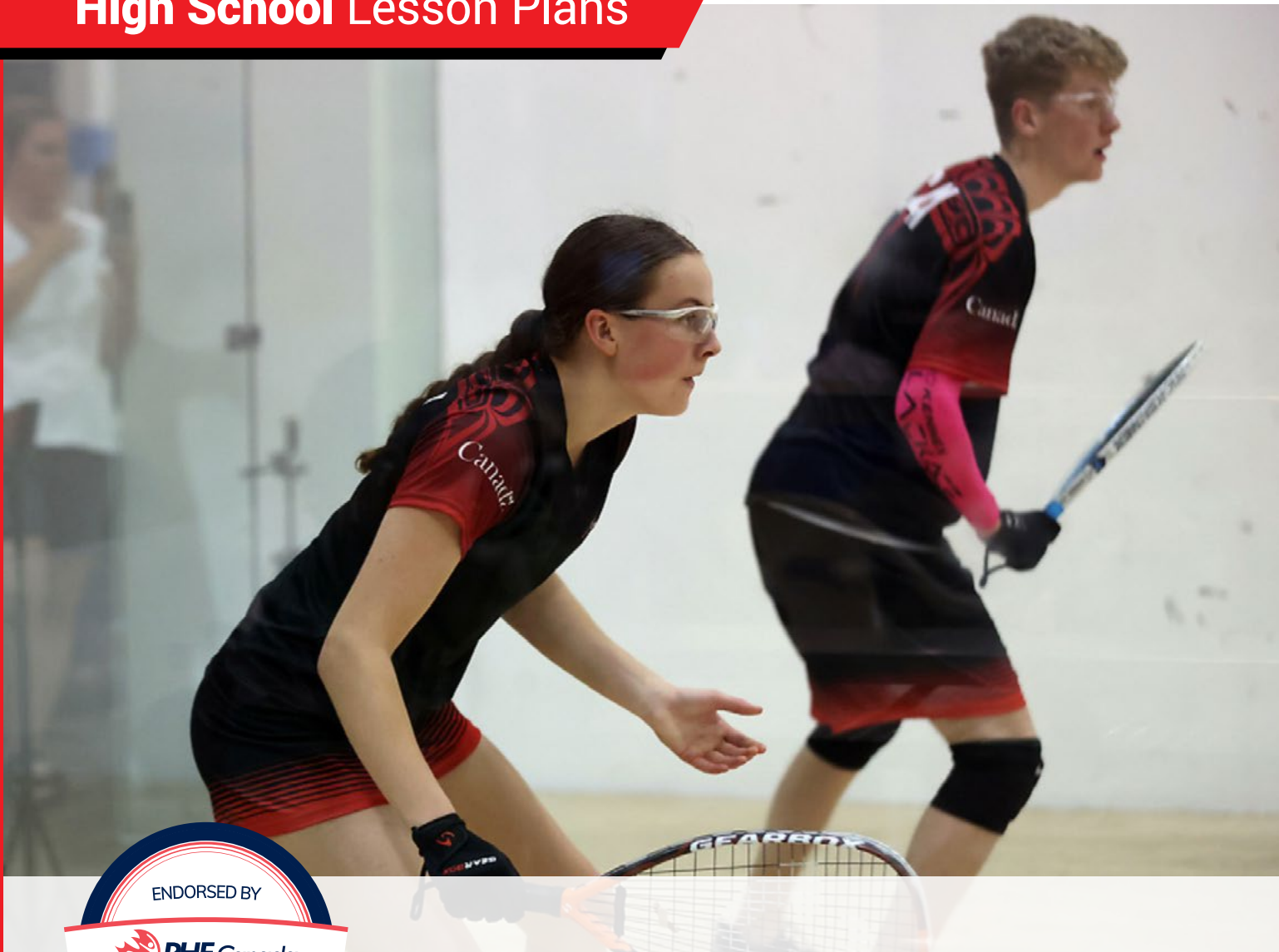


Introduction to Racquetball

High School Lesson Plans



Contents

Introduction to Racquetball	3
Benefits of Racquetball	4
Physical Literacy Skills Explored Through Racquetball	5
Racquetball and Sport for Life's Long-Term Development	6
Racquetball: An Inclusive and Accessible Sport	7
Inclusive Language Considerations for Newcomer Canadians	8
The Equipment	8
The Official Racquetball Rules	9
Adaptations to Include All Students	11
Adaptations for Students with a Disability	12
Lesson Plan 1: Introduction to Racquetball	16
Lesson Plan 2: Serving & Rallying	21
Lesson Plan 3: Play with Purpose	24
Lesson Plan 4: Skills in Action	28
Lesson Plan 5: Advanced Techniques	30
Lesson Plan 6: Defensive Playing	33
Lesson Plan 7: Officiate with Confidence	35
Lesson Plan 8: Tournament Play	39
Appendix	41
Racquetball Canada Contact Information	42



Introduction to Racquetball

Racquetball is a fast-paced indoor sport played with a hollow rubber ball in a four-walled court. It combines elements of tennis, handball, and squash.

Here are the key aspects of racquetball:

Four Wall Court

- **Dimensions:** A standard four wall court measures 40 feet long, 20 feet wide, and 20 feet high on the front wall.
- **Markings:** The court has lines on the floor that are in play when serving such as a service line and short line that create the service box.

One-Wall Court

- **Dimensions:** The standard one-wall court measures 34 feet long, 20 feet wide, and 16 feet high on the front wall.
- **Markings:** The court has lines to guide play, such as the sidelines, long line and service line.

Equipment

- **Racquet:** A racquetball racquet is smaller than a tennis racquet, typically about 22 inches long.
- **Ball:** The ball is a small, hollow rubber ball, available in different colors like blue, green, or red, each with specific characteristics for speed and visibility.
- **Protective Gear:** Players wear safety eye-guards to protect their eyes due to the high speed of the ball.

Gameplay

- **Objective:** Players aim to score points by hitting the ball in a way that their opponent cannot return it before it bounces twice. The game may be adapted to double or multi-bounce for various reasons such as introducing the game to new players.
- **Serve:** The game begins with a serve, where the server must bounce the ball and hit it against the front wall, landing beyond the short line.
- **Returns:** The opponent must return the ball before it bounces twice, hitting it back to the front wall. Double and multi-bounce versions are also played.
- **Scoring:** Scoring is rally-point meaning a point is scored on every rally. The player that wins a rally scores a point and becomes the server.

WHY IS RACQUETBALL SUCH A GREAT SPORT?

Racquetball has an inclusive safe sport community and you can **make lasting friendships**



You can **build skills and confidence** for playing all sports



You can achieve greatness!

Aspire to earn badges or represent your province or country



It's fast, exciting and builds a **lifelong passion** for sport



Sport should be fun! Racquetball ticks all the boxes



* Racquetball Canada Promotional Material

Physical Literacy Skills Explored Through Racquetball

Physical literacy in sports, including racquetball, refers to the development of fundamental movement skills and the confidence, competence, and motivation to enjoy and engage in physical activity for life. The components of physical literacy in racquetball can be broadly categorized into physical, psychological, cognitive, and social aspects.

Physical Skills

- **Striking:** The ability to swing and hit the racquetball.
- **Jumping:** Moving to get out of the way of the ball that is hit by your opponent.
- **Running:** Moving to position the body to hit the racquetball.
- **Agility:** Quick changes in direction are essential in racquetball for reaching the ball and positioning.
- **Balance:** Maintaining stability during rapid movements, turns, and when striking the ball.
- **Coordination:** Harmonizing eye-hand coordination for accurate hitting, serving, and returning.
- **Speed:** The ability to move quickly across the court to respond to opponents' shots.
- **Strength and Power:** Required for forceful, controlled striking of the ball.
- **Endurance:** Stamina to maintain high-level play throughout a match.
- **Flexibility:** Important for reaching and stretching to hit the ball, as well as reducing the risk of injury.

Psychological Skills

- **Confidence:** Belief in one's abilities to perform well in the game.
- **Motivation:** The drive to play, improve, and/or compete.
- **Concentration:** Maintaining focus during rallies and throughout the match.
- **Stress Management:** Handling pressure during critical points in the game.

Cognitive Skills

- **Strategy and Tactics:** Understanding and implementing game plans, shot selection, and adapting to opponents' play styles.
- **Decision Making:** Rapid assessment of situations to choose the most effective shots.
- **Anticipation and Reaction Time:** Predicting opponents' shots and reacting swiftly.

Social Skills

- **Communication:** Effectively communicating with a partner, particularly in doubles play.
- **Fair Play:** Respect for opponents, officials, coaches and volunteers, as well as the rules of the game.
- **Teamwork:** In doubles, working effectively with a partner.

Conclusion

Developing physical literacy in racquetball involves training and practice in all these areas. Developing a well-rounded set of skills will contribute to overall enjoyment, competitiveness, and lifelong engagement in the sport.

Racquetball and Sport for Life's Long-Term Development



Racquetball is an excellent example of a sport that fits the “Active for Life” stage and provides pathways for individuals to be either “Competitive for Life” or “Fit for Life.” Here’s how:

Active for Life

Racquetball offers a lifetime of physical activity opportunities for individuals seeking to maintain an active lifestyle. It is a low-impact sport that can be played at various intensity levels, making it accessible to people of all ages and fitness levels.

Competitive for Life

Racquetball is ideal for those who enjoy organized competition:

- **Local Leagues and Tournaments:** Many clubs host regular leagues and tournaments catering to players of different skill levels and ages.
- **National and International Competitions:** For those seeking higher levels of competition, there are national and international racquetball events, including age-group categories, ensuring opportunities to compete well into later life.
- **Community Engagement:** Competitive racquetball fosters a sense of camaraderie and social interaction, adding an emotional and mental well-being component to the physical activity.

Fit for Life

For individuals who prefer a less competitive environment, racquetball can be played recreationally to stay fit and healthy:

- **Adaptable for All Levels:** Casual play can be adjusted for intensity, making it perfect for fitness enthusiasts or those returning to physical activity after a break.
- **Social and Stress-relieving:** Recreational racquetball offers a fun, stress-relieving activity that encourages long-term participation.

As demonstrated in these lesson plans racquetball does not necessarily require a regulation racquetball court. Adaptions of the game can be played as long as there is a wall and a playing surface.

Giving Back

Racquetball enthusiasts can contribute to the sport as leaders, fulfilling the desire to give back:

- **Coaching and Mentoring:** Sharing knowledge and skills with new players helps grow the community and encourages the next generation of players.
- **Event Organization:** Organizing tournaments or leagues provides a structured environment for others to enjoy the sport.
- **Promotion and Advocacy:** Being an ambassador for racquetball by promoting its benefits can inspire others to join and stay active.

Racquetball: An Inclusive and Accessible Sport

Racquetball is an inclusive, accessible sport where everyone can play and feel welcome. It is easy to learn, adaptable for all skill levels and abilities, and can be played by mixed skill groups and all genders, creating opportunities for diverse participants to share the court. Racquetball promotes respect, fair play, and teamwork while encouraging personal growth, healthy competition, and staying active with peers and family.

Racquetball aligns with the First Peoples Principles of Learning, particularly valuing the well-being of family and community, in addition to oneself. It emphasizes the importance of learning in community, focusing on respect, reciprocal relationships, and interconnectedness.



Racquetball connects to the Seven Sacred Teachings in the following ways:

- **Love:** Fostering connection with family and peers, teamwork, and a love for physical activity.
- **Respect:** Honouring the diverse racquetball skill levels of opponents through sportsmanship.
- **Courage:** Stepping into a new sport with confidence and openness.
- **Honesty:** Playing with integrity and making fair calls, especially in a self-officiated sport.
- **Wisdom:** Developing strategies related to a new sport and sharing knowledge with others.
- **Humility:** Recognizing that while racquetball is easy to learn, mastery requires patience and dedication.
- **Truth:** Racquetball requires continuous learning, where players accept feedback, learn from mistakes, and strive to improve their technique.

By practicing these teachings, racquetball becomes a space where all are respected, supported, and encouraged to grow, regardless of background or ability. In this way, it not only promotes physical skill but also encourages participants to learn from one another, strengthening community connections in alignment with both the Seven Sacred Teachings and the First Peoples Principles of Learning.

Inclusive Language Considerations for Newcomer Canadians

When introducing racquetball to newcomer Canadians, it is important to present sport-specific language and concepts in a way that is accessible for all learners, regardless of language proficiency or prior sport experience.

To promote inclusion:

- **Use visual aids**, such as instructional videos and videos of matches, as well as live demonstrations, to reinforce key terms and concepts.
- **Provide a handout** with key terms, images, and translations (if available).
- **Clarify foundational concepts** like scoring, boundaries, and self-officiating, avoiding assumptions about prior sport knowledge.
- **Simplify language** by using clear instructions, avoiding complex terms, and consistently reinforcing vocabulary.
- **Encourage peer mentorship** by pairing students with diverse language strengths.
- **Foster a supportive environment** by emphasizing respect, fair play, and encouragement, ensuring all students feel valued and included.

The Equipment



The Racquet:

A racquet with a tether attached to the bottom that will always go around the student's wrist.



The Ball:

Racquetball is played with just that; a racquetball! Other balls can be used such as pickleballs, deflated floor hockey balls, soft gator balls, balloons or soft nerf balls. There is also an adaptive ball for use in gymnasiums.



Eye-guards:

Shatter proof eye-guards must be worn at all times when racquetballs are being hit.



Hitting Tee's:

These can be replaced by large orange cones or tee ball tees.

The Official Racquetball Rules

Types of Games

- **Singles:** 2 players (1 vs 1)
- **Doubles:** 4 players (2 vs 2)
- **3 Player:** 3 players (1 vs 2)

Objective

- Be the first person to win three games. Games go to 11 points (win by 2). Points are won by winning rallies.

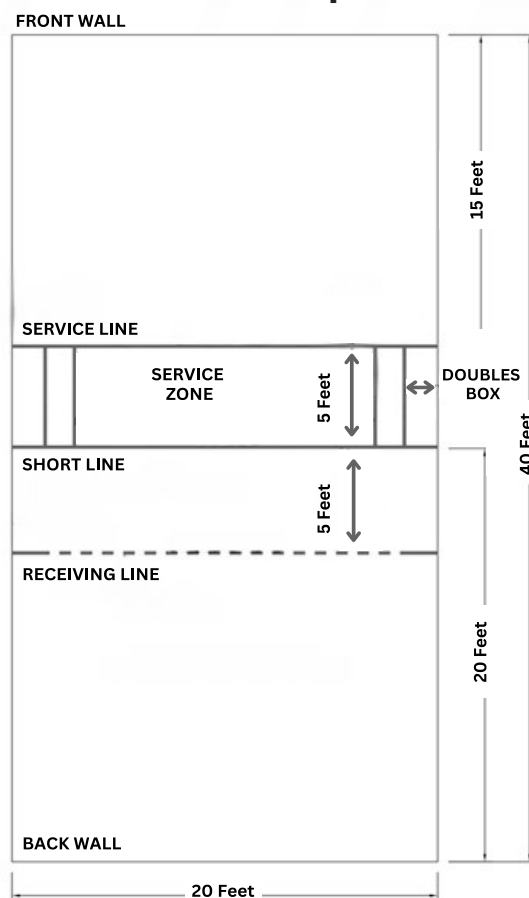
Scoring and Loss of Serve

- In singles, the winner of the rally gets to serve.
- In doubles, the partner gets a chance to serve after the first rally loss, except the first team to serve in a game loses serve after the first rally loss.
- In 3- player, players rotate clockwise after a rally loss by the server.
- Games go to 11, win by 2. The first player to win 3 games wins the match.
- The first to serve is usually decided by a coin toss. The serve begins with a single bounce of the ball to the floor followed by the server hitting the ball to the front wall. The winner of each rally wins the right to start the next rally by serving.

Court Markings

- **Short Line:** A served ball must not bounce on or before the short line after hitting the front wall.
- **Service Line:** The server must stand between the service line and the short line (service box) when serving the ball. The server's feet must remain within the service box during the full motion of the serve. The front foot may cross the service line providing that part of the foot remains on the line.
- **Receiving Line:** The receiver may not break the plane of the dashed line on a service return until the served ball has bounced or crossed the line. A violation of this rule is an automatic win of the rally for the server.

Indoor Racquetball Court



Fault Serves

- **Short:** the served ball bounces on or before the service line.
- **Long:** the served ball hits the back wall without bouncing.
- **Ceiling:** the served ball hits the ceiling after the front wall.
- **3 Wall:** the served ball hits 3 walls before bouncing (the served ball hits the front wall, then both side walls before bouncing on the floor).
- **Screen:** the ball is served too close to the server's body.

Loss of Serve

The server loses their serve when they do one of the following:

- **Two Consecutive Fault Serves:** see section above.
- **Non-Front Wall:** the served ball hits any surface before the front.
- **Out of Court:** the served ball hits above the 12-foot line on the back wall or out of the court without bouncing.
- **Missed Attempt:** if the ball is missed on the swing after the bounce.
- **Hitting Themselves:** if the served ball touches the server or their racquet on the rebound from the front wall.

Rallies

- All the lines on the floor are for the serve only and no longer apply after a good serve.
- During the rally, opponents take turns hitting the ball to the front wall. Players may use any combination of walls and ceiling as long as the ball makes it to the front wall before hitting the floor.

Winning a Rally

A rally is won when:

- **Two Bounces:** an opponent doesn't return the ball before it bounces on the floor a second time.
- **Skip Ball:** the opponent's returned shot fails to hit the front wall before the floor.
- **Avoidable Hinder:** see next column.

Hinders

A hinder is a stop of play that results in a replay of the rally.

- **Contact:** player contact during a rally.
- **Safety:** a player holds up on hitting the ball because they aren't sure that they might hit their opponent.
- **Screen:** unintentional interference which prevents an opponent from having a fair chance to see or return the ball.

Avoidable Hinders

An avoidable hinder results in loss of the rally and point awarded to the opponent. It does not necessarily have to be an intentional act.

- **Failure to Move:** the opponent does not move sufficiently to allow the hitter a shot straight to the front wall.
- **Blocking Access to the Shot:** the opponent moves into a position that blocks the hitter from getting to and returning the ball.
- **Contact During the Shot:** the opponent interferes with the swing of the hitter before they hit the ball.

Note: Avoidable hinders are the most difficult rule in racquetball. When playing recreationally it is acceptable to call all hinders as a replay of the rally and forego the avoidable hinder rule. This is also much easier to teach to young participants.

Adaptations to Include All Students

Indoor and One-Wall Racquetball

Racquets

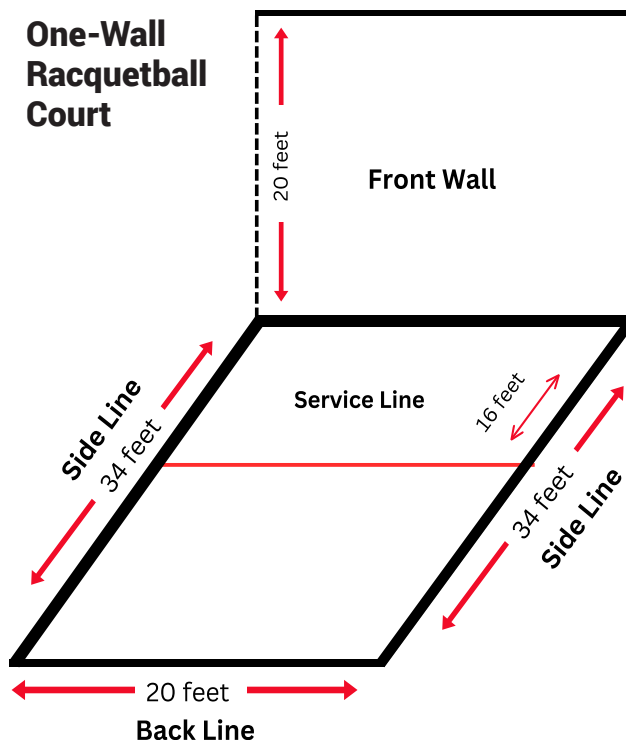
- Racquetball racquets are preferred as they are light and easily usable.
- Tennis racquets can be used but are much heavier and therefore are not as easy to react with in such a fast-paced game.
- Teachers should use the type of racquet they have available to them.

Ball

- The ball used is called a racquetball.
- This ball, by nature, is very bouncy and moves fast.
- As needed the ball can easily be switched out if the teacher determines it is too bouncy and fast for the age and stage of their class.
- A deflated hockey ball, or a pickleball will slow down the game.
- There are also adaptive racquetballs which move slower and are ideal for a gymnasium that can be purchased through racquetballcanada.ca

The Court Lines

- A typical racquetball court is in a rectangular room that measures 40 feet by 20 feet by 20 feet. In this game the ball can bounce off any surface as long as it is returned to the front wall before hitting the floor.
- Racquetball can also be played using only one wall which is called One-Wall Racquetball. This is by far the most adaptable game when introducing the sport in gymnasiums and uses side and back lines much like tennis.
- The ball must take its first bounce off the front wall and bounce within the lines to be considered in play.
- An official One-Wall Racquetball court is 20 feet across and 34 feet long. This can be adapted to the lines on a gym floor to be made smaller if needed (To remain universal the court is measured in feet).



Adaptations for Students with a Disability

Adapting racquetball for students with disabilities is important for inclusivity and ensuring everyone has the opportunity to participate and enjoy the sport. The adaptations depend on the abilities of the individuals. The goal is to create a safe, enjoyable, and inclusive environment that allows all students to participate and benefit from the physical and social aspects of racquetball. The following are some general strategies for modifying racquetball to accommodate various disabilities.

Physical Disabilities

- **Modified Equipment:** Use lighter racquets, larger or softer balls, or balls with different colours for better visibility.
- **Wheelchair Racquetball:** Adapt the rules for wheelchair users, such as allowing the ball to bounce twice before it is hit.
- **Court Modifications:** Adjust the size of the court.
- **Seated Racquetball:** For those who are unable to stand, the game can be played in a seated position, with adaptations to the rules and court as needed.

Visual Impairments

- **Auditory Balls:** Use balls that make sound to help players locate them by hearing.
- **Tactile Court Markings:** Raised lines or different textures can help players orient themselves on the court.
- **Guides/Spotters:** Use of a guide or spotter to provide verbal cues and assistance during the game.

Hearing Impairments

- **Visual Signals:** Replace auditory signals with visual cues such as hand signals.
- **Communication Adaptations:** Use sign language or written instructions for communication.

Intellectual Disabilities

- **Simplified Rules:** Modify or simplify rules to make the game more accessible and easier to understand.
- **Structured Environment:** Provide a consistent and structured playing environment with clear expectations and routines.

Social and Behavioral Disabilities

- **Predictable Environment:** Maintain a routine and structured environment to reduce anxiety.
- **Social Stories and Visual Aids:** Use these tools to explain the rules and expectations in a clear, easily understandable way.
- **Smaller Groups or Individual Play:** Change the group size based on the individual's comfort level with social interaction.

General Adaptations

- **Extended Learning Time:** Allow more time for skill acquisition and understanding of the game.
- **Positive Reinforcement:** Use positive reinforcement to encourage participation and skill development.
- **Peer Support:** Pair students with disabilities with peer mentors or buddies for additional support and encouragement.

Tournament Formats

Timed Games

- A format where players play a series of short games that are timed. Players find different partners to play during the timeframe.
- Students are responsible for choosing their opponents including their skill level. Since they are playing for time rather than score, players of varying skill levels can compete against each other.

Ace of the Court

- Number the courts you have (e.g. 1 to 6). Have groups of 2, 4 or 6 play on one court and keep score. After a defined time, have the winners move up one court and the losers move down one court. The players on court 1 would go off the court and wait in line for their turn to go back on the court. The winners on court 6 are the Aces of the court and remain on the court playing until they lose and need to move down one court.
- It is ideal to put your best players on court 1 at the start so they must work their way up to the Ace's Court.



Round Robin Tournament

- A round robin tournament is when everyone plays everyone else once. Divide the class into groups of four of similar skill ability. Each student plays each person in their group once. The winner of a round robin tournament is typically determined based on the number of points accumulated: 3 points are awarded for a win, 2 points for a tie and 1 point for a loss. Games can be timed. The participant with the most points at the end of the tournament is declared the winner. In case of ties, tiebreakers such as head-to-head results, point differentials, or other criteria are used.
- **Round 1:** 1 vs 2 and 3 vs 4 (or use letters; e.g. A vs B)
- **Round 2:** 1 vs 3 and 2 vs 4
- **Round 3:** 1 vs 4 and 2 vs 3

Challenge Ladder

- A system where players are ranked on a ladder and challenge each other to move up the ranks.
- Students may only challenge those who are three spaces ahead of them or three spaces below them.
- Students may not decline a challenge and the teacher may have to help set up matches.
- The winner of the match moves to the higher rank and the loser of the match moves to the lower rank. This is a good way to determine skill levels and abilities.

Single Elimination with Consolation Divisions

- In this format, players are matched in pairs (can play singles or doubles), and the loser of each match is immediately eliminated from the tournament.
- The winner of each match moves on to the next round until only one player remains undefeated.
- The students that are eliminated can begin a new single elimination tournament (consolation division).



- When creating the first matchups, it is advised that the more skilled players play against less skilled players. This eventually allows the final match-up to potentially be the best two players in the class.

Pool Play

- This is like the round robin tournament where players are divided into groups called pools.
- After pool play, the players in each pool are ranked one to four (one being the best and four being the worst).
- There are then four single elimination play-off brackets. First place from each pool plays in one bracket, second place play in another bracket, third and fourth play in their own brackets (depending on how many people in each pool).
- This format combines the comprehensive play of round robin with the excitement of elimination rounds.
- Each pool should have varying skill levels. Meaningful competition will naturally occur on the playoff brackets.

Other

- There are other tournament styles such as double elimination, consolation, pyramids, etc. that can all be applied to racquetball.
- Teachers are to consider skill-based groupings as described in each tournament format.

Safety Considerations

Equipment

- **Racquets:** If possible, all racquets should have a wrist tether which is wrapped securely around the student's wrist.
- Students should be taught to respect the racquet and only use it to hit the ball. Hitting other objects or banging the racquet in anger is not acceptable.
- **Eye-guards:** Eye-guards are a mandatory piece of equipment in racquetball at all ages.
- **Ball:** When possible select a ball with the appropriate bounce for the level of participants. A softer, less bouncy ball can be easier to control.



Spacing / Stopping Play

- At the beginning of each class, remind students to make sure they are aware of their surroundings and have enough space to swing a racquet without hitting another student or object in the gym.
- The concept of “holding up” should also be introduced and emphasized prior to each class. A student should never swing at a ball if they believe they will strike another student with their racquet or the ball. Ensure them they will get a “replay” of the rally for holding up.
- Teachers should attempt to have clear markings between courts either using tape, pylons or other objects. Benches can also be used between courts and can help block errant racquetballs from going into other courts or spaces.
- Students should have clear instructions not to enter another court until they ensure the rally on the other court is not in progress. Once done, they can safely enter the court for purposes such as retrieving their ball. Also instruct students that if someone accidentally enters their court they should immediately “hold up” and replay the rally.

Previous Experience

- It is important to consider that some students may have experience playing racquetball. It is a great first question to ask prior to Lesson Plan 1.
- Those students can be used as leaders and can potentially demonstrate various skills to the class.

Note: In addition to the safety considerations above, teachers should have an in-depth understanding of up-to-date safety guidelines or standards in their province/territory.

Lesson Plan 1 // Introduction to Racquetball

Note: All times can be altered to fit your schedule

■ Goal

Introduce students to the basic rules, safety, equipment, and court layout of racquetball, and begin striking racquetballs.

■ Physical Literacy Skills in this Lesson

- **Physical Skills:** striking, jumping, coordination, balance
- **Psychological Skills:** motivation, concentration

■ Equipment

- Racquets, eye-guards, and racquetballs
- Agility ladder

■ Introduction (2 to 3 minutes)

- Organize equipment.
- Greet and connect with students as they arrive.
- At the beginning of class, ask students to gather in front of you and talk about the goals of the class as stated above.

■ Warm-up (5 minutes)

- Lead a dynamic warm-up with stretching and light jogging around the court.

■ Physical Skills for Racquetball (10 minutes)

Agility Ladder Exercises

- **Two feet steps:** Place two feet in each square before moving onto the next.
- **Lateral steps:** Stand sideways in the ladder with right foot ready to lead. Start going down the ladder by placing two feet in each square.
- **Jumping Jacks:** Jump two feet together inside a square, then jump out while moving down the ladder just as doing regular jumping jacks.

■ Main Part (30 to 45 minutes)

Step 1: Introduction to Equipment and Court

- Explain the racquetball racquet, ball, and court dimensions (see diagram at end of lesson).
- Discuss safety equipment such as eye protection, tether, and court lines.
- Discuss expectations for equipment and behaviour.

Step 2: Hand-Eye Coordination Drills

Have the students put on their equipment and get a ball.

Part 1: Have the students continuously bounce the ball on the floor using their racquet.

Part 2: Have the students continuously bounce the ball up in the air with their racquet.

Part 3: Have the students work on hitting the ball to the wall, letting it bounce, and then catching it. Have them work towards continuously hitting the ball instead of catching it every time.

Step 3: Basic Swing Practice Individually at a Wall

The Grip: Teach the students how to hold the racquet properly by extending it out in front of them so the frame is perpendicular to the floor. Have them shake the racquet as if they are shaking hands. A bad grip is where the frame is parallel to the floor, where it looks like the person holding the racquet is flipping pancakes (see diagram at end of lesson).

The 3 Parts of a Swing:

- Have the students spread out so that they are able to take a full swing without hitting anyone else.
- Explain that there are four parts to a swing: racquet preparation, a flat swing, connecting with the ball and the follow-through.
- For the forehand racquet preparation, have the students raise their racquets up above their head in a ready position.
- For a flat swing, have the students imagine a coffee table in front of them with cups on it. The student must then swing and sweep all the cups off the table without hitting the table.
- For connecting with the ball, the ball should hit the center of the racquet.
- For the follow-through, have the students swing through their shot by pivoting their back foot, finishing with their hips and shoulders facing their target (see diagram at end of lesson).
- For the backhand swing, the mechanics are very similar except they will be rotated 180 degrees.
- You can compare a forehand swing to throwing a ball side arm, and a backhand to throwing a frisbee.

Hitting Forehands against the wall – Drop and Hit:

- Have the students spread out through the gym and find a piece of wall to hit balls against.
- They will stand about 5 metres away from the wall where they will drop the ball, let it bounce, then hit it towards the wall.
- The hitter should be turned sideways with their feet parallel to the front wall and their front foot lined up with the ball (see diagram at end of lesson). This will ensure that the ball will go straight to the front wall.
- The goal is for the student to hit the ball off the front wall at the same height as they contact it since the ball should be hit with a flat swing.
- If the ball is going higher or lower than the contact point, then this proves the student is not swinging flat.
- Repeat for the backhand side.

Step 4: Experimental Play

- Have students practice playing with groups of four or six against a wall and alternating hitting the ball.
- The goal is to hit simple shots that allow the groups to exchange shots as many times as possible.
- To make this drill harder, have the students try to hit only forehands or only backhands.

■ Cool-Down (5 minutes)

- Have the students do a couple of slow laps around the gym.

- Choose a student to lead the group in a stretching session, targeting each of the main muscle groups (quads, hamstrings, chest, back).

■ Assessment

- Observe students' ability to follow basic rules and perform fundamental striking. This will be an assessment for learning.
- Use the characteristics and cues listed below to assess students' level of understanding and knowledge of the skills practiced in this lesson.

Forehand Swing

Characteristics	Cues
• Racquet preparation: raise racquet up above their head in a ready position • Flat swing: swing racquet toward the front of body in a straight and fluid motion • Connecting with the ball: the ball should hit the center of the racquet strings • Follow-through: swing through shot pivoting back foot to the target, finishing with hips and shoulders facing target	• Racquet preparation: feet to the side holding the racquet, racquet up • Flat swing: swing as if you are sweeping cups off a table without hitting the table • Connecting with ball: stay flat through swing with arm extended – like throwing a ball side arm • Follow-through: swing through, pivot back foot to target, hips and shoulders facing target

Backswing

Characteristics	Cues
• Racquet preparation: feet to the side not holding racquet, raise racquet up and over opposite shoulder • Flat swing: swing racquet toward the front of body in a straight and fluid motion • Connecting with the ball: the ball should hit the center of the racquet strings • Follow-through: swing through shot pivoting back foot to the target, finishing with hips and shoulders facing target	• Racquet preparation: feet to the side not holding racquet, racquet up, racquet over opposite shoulder • Flat swing: swing as if you are sweeping cups off a table without hitting the table • Connecting with ball: stay flat through swing with arm extended – like throwing a frisbee • Follow-through: swing through, pivot back foot to target, hips and shoulders facing target

■ Conclusion (2 to 3 Minutes)

- To conclude the activity, ask reflection questions, implement assessment practices, and/or play a cool down activity.

Lesson 1 Diagrams

The Grip

Very similar to shaking hands. The racquet should be straight up and down.



Drop and Hit Position

Racquet in a ready position with the ball toss being in line with the front foot.



Parts of the Swing

Forehand – The parts of the swing

1. Racquet Preparation



2. Flat Swing



3. Contact



4. Follow Through



Lesson Plan 2 // Serving & Rallying

■ Goal

Teach students how to serve in racquetball and the basics of rallying.

■ Physical Literacy Skills in this Lesson

- **Physical Skills:** striking, running, agility, coordination, balance, strength and power
- **Psychological Skills:** motivation, concentration
- **Cognitive Skills:** strategies and tactics
- **Social Skills:** fair play

■ Equipment

- Racquets, eye-guards, and racquetballs
- Three cones (or more for multiple stations)

■ Introduction (2 to 3 minutes)

- Organize equipment.
- Greet and connect with students as they arrive.
- At the beginning of class ask students to gather in front of you and talk about the goals of the practice as stated above.

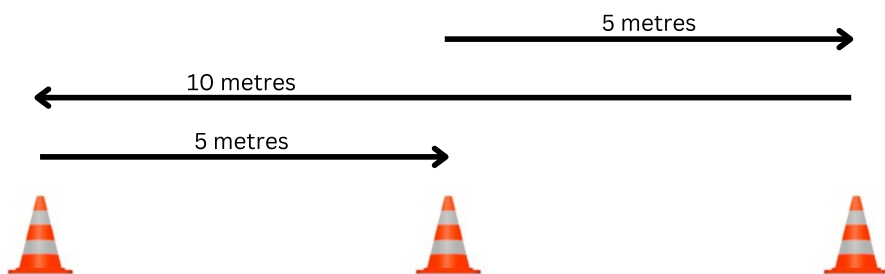
■ Warm-up (5 minutes)

- Lead a dynamic warm-up with stretching and light jogging around the court.

■ Physical Skills for Racquetball (10 minutes)

5-10-5 Lateral Agility Drill

- Place three cones on the floor in a line for each station, with each cone 5 metres apart. The student will start at the middle cone and must turn and sprint to touch an outside cone, then turn and sprint to touch the other outside cone, then turn and sprint back to touch the middle cone.



■ Main Part (30 to 45 minutes)

Step 1: Serving Techniques

- The first step to playing a game is to know the rules of serving. On a racquetball court there are two lines players must stand between when serving the ball. In a gymnasium you can use 1 line called the service line.
- When serving the ball, the server must stand behind the service line and bounce the ball.
- The ball must rebound off the front wall and take its first bounce after the service line.
- If the ball does not cross the service line, it is called “short,” which is a fault serve.
- If a fault occurs, they will get a second opportunity to put the ball in play, but two faults in a row will result in a loss of serve.
- If the server hits the ball into the floor before it hits the front wall, or the serve lands outside the court lines, no second serve will be awarded, resulting in an automatic loss of serve.

Step 2: Serving Practice

- Have the students practice serving.
- Since the server gets two opportunities to put the ball in play, the first serve should be a drive serve that is hit hard and low and should make it just over the service line.
- If they hit the drive serve short, their second serve should be a higher, softer, high-percentage serve called a lob serve. The main goal of the lob serve is to get the ball in play.
- Remember that if the ball bounces outside of the court lines, no second serve will be awarded; therefore, this will be an automatic loss of serve.
- Have the students practice hitting drive serves and lob serves focusing on aim and power.

Step 3: Rally Basics

- Have the students pair up in groups of two, four or six and practice maintaining a rally.
- The ball must bounce within the court lines to be considered a good shot.
- Balls that are on the forehand side of the body should be hit with a forehand swing, and balls on the backhand side of the body should be hit with a backhand swing.

Step 4: Rally Practice

- Students pair up in groups of two, four or six and practice maintaining a rally.

■ Conclusion (5 minutes)

- Have the students do a couple of slow laps around the gym.
- Choose a student to lead the group in a stretching session, targeting each of the main muscle groups (quads, hamstrings, chest, back).

■ Assessment

- Evaluate student’s serving techniques and their ability to maintain a rally.
- Use the characteristics and cues listed below to assess students’ level of understanding and knowledge of the skills practiced this lesson.

Serving

Characteristics	Cues
• Stand behind the service line and bounce the ball. • Strike ball so it rebounds off the front wall and takes its first bounce after the service line. • Use a proper forehand swing	• Stand in correct spot • Good racquet prep • Flat swing

Rallying

Characteristics	Cues
• Ball must bounce within the court lines to be considered a good shot • Balls that are on the forehand side of the body should be hit with a forehand swing, and balls on the backhand side of the body should be hit with a backhand swing • Move feet to get in position to hit the ball	• Have good racquet preparation • Flat swing • Move feet

■ **Conclusion (2 to 3 minutes)**

- To conclude the activity, ask reflection questions, implement assessment practices, and/or play a cool down activity.

Lesson Plan 3 // Play with Purpose

■ Goal

Teach students basic racquetball strategies, practice shot placement and let them experience game play.

■ Physical Literacy Skills in this Lesson

- **Physical Skills:** striking, running, agility, coordination, balance, strength and power
- **Psychological Skills:** confidence, motivation, concentration
- **Cognitive Skills:** strategies and tactics
- **Social Skills:** fair play

■ Equipment

- Racquets, eye-guards, and racquetballs
- 3 cones (or more for multiple stations)

■ Introduction (2 to 3 minutes)

- Organize equipment.
- Greet and connect with students as they arrive.
- At the beginning of class, ask students to gather in front of you and talk about the goals of the practice as stated above.

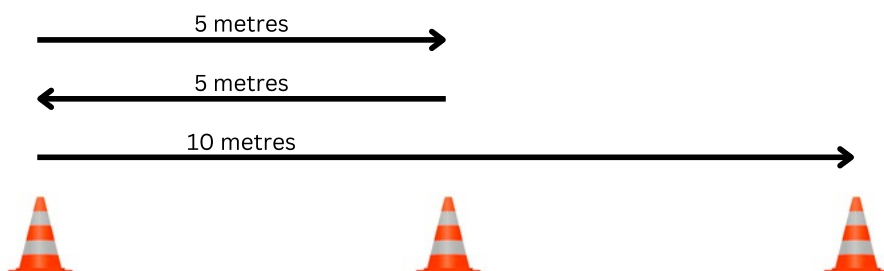
■ Warm-up (5 minutes)

- Lead a dynamic warm-up with stretching and light jogging around the court.

■ Physical Skills for Racquetball (10 minutes)

5-5-10 Forwards and Backwards Agility Drill

- Place three cones on the floor in a line for each station, with each cone 5 metres apart. The student will start at the back cone and must sprint to the middle cone, backpedal back to the back cone, then sprint to the front cone.



■ Main Part (30 to 45 minutes)

Step 1: Strategy Discussion

- There are two basic strategies when playing racquetball. The first strategy is to hit the ball low enough that it bounces multiple times before it gets to the opponent.

- This strategy becomes much more important as the students progress in game styles, where they are allowed fewer and fewer bounces to return a ball to the front wall.
- The second strategy is to hit it where the opponent is not so that it passes them and goes out the back or side of the court before they can return it.
- The easiest way to prevent getting passed is to maintain centre court position. However, to do this, a player cannot hit a ball down the middle of the court since they need to give their opponent an unimpeded swing at the ball.
- Another common strategy is to hit to the opponents weak side, which is typically their backhand side.

Step 2: Drill – Shot Placement

- Aiming is critical to playing racquetball, as the player taking hitting the ball wants to control the angle and height of their shot to hit where their opponent is not.
- There are two basic shots in racquetball:
 - a) Down the line: will rebound off the front wall and pass in front of the body.
 - b) Cross court will go behind the body (see diagram on the last page of the lesson).
- Before the students can expect to be able to hit these shots in a game, they first must learn to hit them standing still.
- In this drill, the students will repeat what they did in Lesson 1 when they first learned to hit a forehand by hitting drop and hits from about 5 metres from the front wall. The hitter should be turned sideways with their feet parallel to the front wall and dropping the ball at their front foot.
- To hit a down the line, the ball should be slightly inside the front foot near the big toe.
- To hit a cross court, the ball should be slightly outside their front foot near the pinky toe.
- Divide the students onto separate courts for a maximum of 6 per court.
- On each court, half the students will be on one side of the court, hitting down the line shots with their forehands, while the other half will be on the other side of the court, hitting down the lines with their backhands.
- Have each student hit ten down the lines.
- Once complete, have them switch to the other side of the court so those hitting forehands are now hitting backhands and vice versa.
- Adding targets to the wall is a good idea so the students have something to aim at.
- You can add cross court shots next.

Step 3: Explain Scoring

- Racquetball uses rally point scoring. The winner of the rally gets a point and earns the right to serve. Games are played to 11 points, win by 2.
- In racquetball, there is more than one way to win a rally. Rallies can be won or lost by:
 - o Swinging and missing.
 - o Skipping the ball (This is when the ball hits the floor before the front wall).
 - o Getting hit by your own ball when it's your opponent's turn to play it.
 - o Hitting the ball out of the court.
 - o Double faulting on a serve.
- When the server and the receiver switch positions, it is called a side out.

Step 4: Modified Games

- Play modified games (games where the ball can bounce twice or multiple times) to apply strategies in a real-game context.

■ Cool-Down and Reflection (5 minutes)

- Have the students do a couple slow laps around the gym.
- Choose a student to lead the group in a stretching session, targeting each of the main muscle groups (quads, hamstrings, chest, back).
- Discuss what strategies worked and what can be improved.

■ Assessment

- Observe students' ability to apply strategies in game situations.
- Use the characteristics and cues listed below to assess students' level of understanding and knowledge of the skills practiced in this lesson.

Shot Selection: Down the Line

Characteristics	Cues
• Ball slightly inside front foot near big toe • Fluid swing (backhand or forehand) • Follow-through • Rebounds off front of wall and passes in front of the body • Aim for spot on wall directly in front of you	• Ball inside front foot • Fluid swing • Follow-through • Adjust ball bounce forward or back in relation to big toe

Shot Selection – Cross Court

Characteristics	Cues
• Ball slightly outside front foot near the pinky toe • Fluid swing (backhand or forehand) • Follow-through • Rebounds off the front of wall and goes behind the body • Aim for spot in the middle of the wall	• Ball outside front foot • Fluid swing • Follow-through • Adjust ball bounce forward or back in relation to big toe

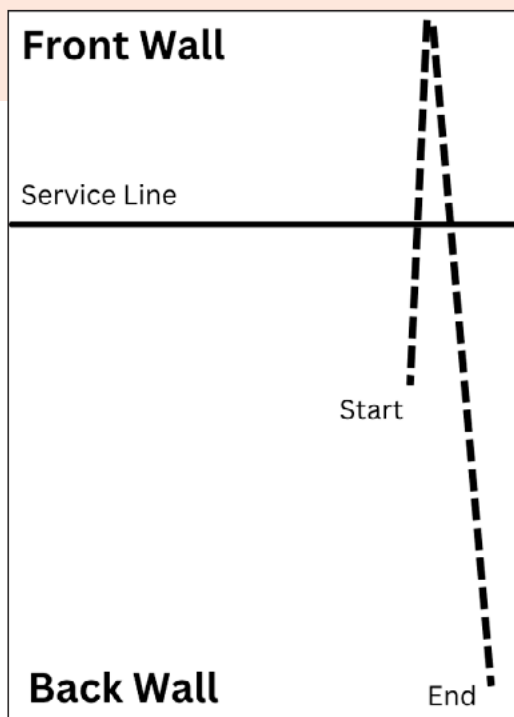
■ Conclusion (2 to 3 minutes)

To conclude the activity, ask reflection questions, implement assessment practices, and/or play a cool down activity.

Shot Descriptions:

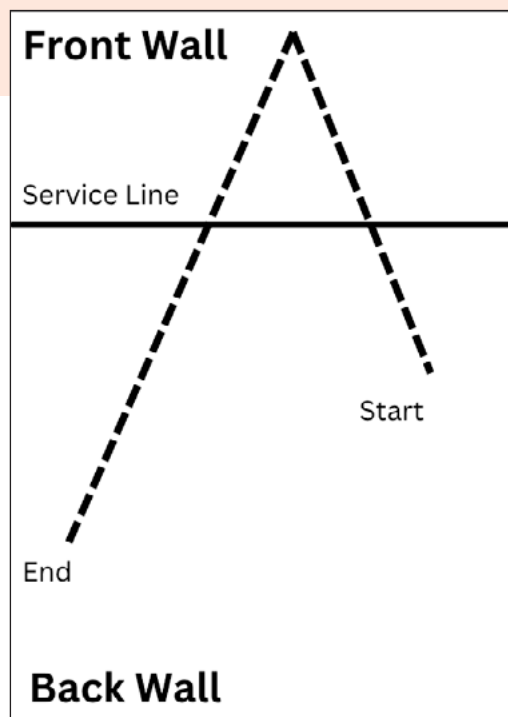
Down the Line

The ball passes between the player and the closest sideline.



Cross Court

The ball goes to opposite side of the court from where it was struck.



Lesson Plan 4 // Skills in Action

■ Goal

Organize a mini tournament to practice skills in a competitive environment while emphasizing fair play.

■ Physical Literacy Skills in this Lesson

- **Physical Skills:** striking, running, agility, coordination, balance, speed, strength and power, endurance
- **Psychological Skills:** motivation, concentration, stress management
- **Cognitive Skills:** strategies and tactics, decision making, anticipation and reaction time
- **Social Skills:** fair play

■ Equipment

- Racquets, eye-guards, and racquetballs
- Medicine balls (basketballs or volleyballs as alternative)

■ Introduction (2 to 3 minutes)

- Organize equipment.
- Greet and connect with students as they arrive.
- At the beginning of class, ask participants to gather in front of you and talk about the goals of the practice as stated above.

■ Warm-up (5 minutes)

- Lead a dynamic warm-up with stretching and light jogging around the court.

■ Physical Skills for Racquetball (10 minutes)

Wall Ball Rotational Throws

- This drill is an explosive exercise targeting the abdominals, like a racquetball swing. Have the students stand sideways to a wall, twist their torso to hurl a medicine ball into the wall, and then catch the ball on the ricochet. If medicine balls are unavailable, replace with basketballs or volleyballs.

■ Main Part (30 to 45 minutes)

Step 1: Tournament Setup

- Review and pick a tournament from the tournament format list.

Step 2: Fair Play Discussion

- Discuss the importance of respect, fairness, and positive behaviour in competition.

Step 3: Tournament Play

- Conduct the tournament with the format of your choice with the number of people you have in your class and the time you have to complete the tournament.

Step 4: Debrief

- Discuss the outcomes, focusing on fair play and lessons learned.

■ Cool-Down (5 minutes)

- Have the students do a couple slow laps around the gym.
- Choose a student to lead the group in a stretching session, targeting each of the main muscle groups (quads, hamstrings, chest, back).

■ Assessment

- Evaluate students' performance, adherence to rules, and fair play.
- Use the characteristics and cues listed below to assess students' level of understanding and knowledge of the skills practiced in this lesson.

Shot Selection: Down the Line

Characteristics	Cues
• Ball slightly inside front foot near big toe • Fluid swing (backhand or forehand) • Follow-through • Rebounds off front of wall and passes in front of the body • Aim for spot on wall directly in front of you	• Ball inside front foot • Fluid swing • Follow-through • Adjust ball bounce forward or back in relation to big toe

Shot Selection – Cross Court

Characteristics	Cues
• Ball slightly outside front foot near the pinky toe • Fluid swing (backhand or forehand) • Follow-through • Rebounds off the front of wall and goes behind the body • Aim for spot in the middle of the wall	• Ball outside front foot • Fluid swing • Follow-through • Adjust ball bounce forward or back in relation to big toe

■ Conclusion (2 to 3 minutes)

- To conclude the activity, ask reflection questions, implement assessment practices, and/or play a cool down activity.

Lesson Plan 5 // Advanced Techniques

■ Goal

Teach students advanced racquetball striking and techniques and how to apply in a game of multi-bounce racquetball.

■ Physical Literacy Skills in this Lesson

- **Physical Skills:** striking, running, agility, coordination, balance, strength and power
- **Psychological Skills:** motivation, concentration
- **Cognitive Skills:** strategies and tactics
- **Social Skills:** fair play

■ Equipment

- Racquets, eye-guards, and racquetballs
- Bean bags
- Hoops

■ Introduction (2 to 3 minutes)

- Organize equipment.
- Greet and connect with students as they arrive.
- At the beginning of class ask students to gather in front of you and talk about the goals of the practice as stated above.

■ Warm-up (5 minutes)

- Lead a dynamic warm-up with stretching and light jogging around the court.

■ Physical Skills for Racquetball (10 minutes)

Lateral Bean Bag Shuffle

- Place two hoops on the ground 5 metres apart with five bean bags in one hoop. Have the student start in an athletic position between the hoops and race to see how fast they can get all five bean bags in the other hoop by only shuffling side to side. Remember that the students' feet should never cross when they are shuffling.

■ Main Part (30 to 45 minutes)

Step 1: Review Basic Swing

- The hitter should be turned sideways with their feet parallel to the front wall and their front foot lined up with the ball. This will ensure that the ball will go straight to the front wall.
- The goal is for the student to hit the front wall at the same height as the ball bounces since the ball should be hit with a flat swing.
- If the ball is going higher or lower than the ball bounces, then this proves the student is not swinging flat.
- These pointers apply for both the forehand and backhand swing.

Step 2: Introduction to Multi-Bounce Lines

- Put multi-bounce lines on the wall (see diagram at end of lesson).
- One line is 1 foot from the ground and the other line is 3 feet from the ground.
- These lines are added to develop racquetball.
- Explain to students that the goal of racquetball is hitting it as low as possible to the wall.
- If the ball is hit above the lines, the opponent gets unlimited bounces; if the ball is hit between the lines, the opponent gets two bounces; and if the ball is hit below the bottom line, the opponent only gets one bounce. Note that if the ball is hit right on the line, it accounts for what's above it, meaning that if the player hitting the ball hits the 1-foot line, the opponent gets two bounces, and if the player hitting the ball hits the 3-foot line, the opponent gets unlimited bounces.

Step 3: Drills – Height Placement

Drop and Hit Drill

- Hitting the ball lower is an essential skill in racquetball as the students' progress through the game styles. The lower the ball is struck, the more times it will bounce before it gets to the opponent.
- For this drill, you will still have six students per court: three on the forehand and three on the backhand sides.
- Have the students alternate hitting drop and hit down the lines trying to hit below the 3-foot line, so they have done 10 in total.
- Next have them try to hit below the 1-foot lines.
- Switch to the other side of the court (forehand does backhand and vice versa).
- Having a flat swing and contacting the ball between the knee and hip is critical to the success of this drill.

Mid Court Setup Drill

- Once the students are proficient in hitting drop and hits below the 3-foot line, change the setup from a drop and hit to a mid-court setup.
- To hit a mid-court setup, imagine hitting the most straightforward shot possible for the opponent to return.
- For this drill, continue with the same groups, and each side will have one student feeding the mid-court setups, one hitting the setups, and one retrieving the balls.
- Once the hitter has hit ten balls, have them switch roles. Repeat this until everyone has hit ten balls with their forehand and ten with their backhand.

Step 4: Multi-Bounce Games

- Have the students play multi-bounces games using the 1 and 3-foot lines.
- If the ball hits the front wall above the 3-foot line, the receiver gets multiple bounces to return the ball to the front wall. If it is between the two lines, the receiver gets 1 bounce and if it's below the 1-foot line, the receiver only gets 1 bounce to retrieve the ball. The rally will continue until someone misses the ball or hits it out of bounds.
- Whether 3, 4 or 5 students are playing, only two will play in a rally at once while the others will form a line safely outside the court.
- The rally winner will stay on the court and serve, earning a point, while the loser will go to the back of the line. The student at the front of the line now becomes the receiver.

- Once someone has won 4 times in a row, they must come off the court and join the line to allow for a new person to try to win some games.

■ **Cool-Down (5 minutes)**

- Have the students do a couple slow laps around the gym.
- Choose a student to lead the group in a stretching session, targeting each of the main muscle groups (quads, hamstrings, chest, back).

■ **Assessment**

- Observe the students' ability to execute hitting the ball below the 1-foot line.
- Use the characteristics and cues listed below to assess students' level of understanding and knowledge of the skills practiced this lesson.

Advanced Striking Techniques

Characteristics	Cues
• Fluid swing (backhand or forehand) • Follow-through • Rebounds off front of wall and passes in front of the body • Bend knees and hinge at hips • Aim for below 1 or 3 foot lines on front wall	• Good racquet prep • Flat swing • Bend knees • Stay low (body and ball)

■ **Conclusion (2 to 3 minutes)**

- To conclude the activity, ask reflection questions, implement assessment practices, and/or play a cool down activity.

Lesson Plan 6 // Defensive Playing

■ Goal

Introduce students to defensive playing strategies in racquetball and play more games.

■ Physical Literacy Skills in this Lesson

- **Physical Skills:** striking, running, agility, coordination, balance, strength and power, flexibility
- **Psychological Skills:** confidence, motivation, concentration
- **Cognitive Skills:** strategies and tactics, decision making
- **Social Skills:** fair play

■ Equipment

- Racquets, eye-guards, and racquetballs
- Cones

■ Introduction (2 to 3 minutes)

- Organize equipment.
- Greet and connect with students as they arrive.
- At the beginning of class ask students to gather in front of you and talk about the goals of the practice as stated above.

■ Warm-up (5 minutes)

- Lead a dynamic warm-up with stretching and light jogging around the court.

■ Physical Skills for Racquetball (10 minutes)

Cone Star Drill

- (See Step 2 of Lesson Plan)

■ Main Part (30 to 45 minutes)

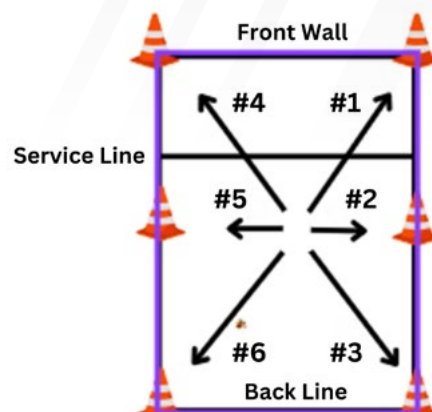
Step 1: Discuss the Importance of Defensive Play

- The only shot in racquetball where a player is in complete control is when they are serving. This means that when facing a strong server, the serve returner will often be on defence.
- An effective defensive shot gets an opponent out of the center court position, opening it up to be taken. To do this, it is necessary to keep the opponent to the sides of the court or deep in the back of the court.

Step 2: Defensive Footwork Drill

Cone Star Drill

- This drill is to practice moving from corner to corner in a racquetball court.
- Place six cones on the sidelines of the racquetball court.
- Four cones will be in the corners, and the other two will be halfway between the front wall and the back line.
- Have the students run and touch each cone from #1 to #6 while returning to centre court after each touch.
- This drill can be timed to see if the students get quicker moving to the different areas of the court.



Step 3: Controlled Match Play

- Pick a different tournament from the tournament format and encourage students to work on getting back to the middle of the court.

■ **Cool-Down (5-minutes)**

- Have the students do a couple slow laps around the gym.
- Choose a student to lead the group in a stretching session, targeting each of the main muscle groups (quads, hamstrings, chest, back).

■ **Assessment**

- Evaluate the students understanding and application of defensive strategies during match play.
- Use the characteristics and cues listed below to assess students' level of understanding and knowledge of the skills practiced this lesson.

Defensive Playing Strategies

Characteristics	Cues
• Able to run to all sections of the court • Stay facing front wall as much as possible • Always return to centre court	• Move feet • Face front • Back to centre

■ **Conclusion (2 to 3 minutes)**

- To conclude the activity, ask reflection questions, implement assessment practices, and/or play a cool down activity.

Lesson Plan 7 // Officiate with Confidence

■ Goal

Deepen students understanding of the racquetball rules and teach them basic officiating skills.

■ Physical Literacy Skills in this Lesson

- **Physical Skills:** striking, jumping, running, agility, coordination, balance, strength and power
- **Psychological Skills:** confidence, motivation, concentration, stress management
- **Cognitive Skills:** strategies and tactics, decision making, adaptation and reaction time
- **Social Skills:** communication, fair play

■ Equipment

- Racquets, eye-guards, and racquetballs
- Agility ladder
- Printed Rule Quiz
- Printed scorecards
- Pencils

■ Introduction (2 to 3 minutes)

- Organize equipment.
- Greet and connect with students as they arrive.
- At the beginning of class ask students to gather in front of you and talk about the goals of the lesson as stated above.

■ Warm-up (5 minutes)

- Lead a dynamic warm-up with stretching and light jogging around the court.

■ Physical Skills for Racquetball (10 minutes)

Agility Ladder Exercises

- **Single Foot Hops:** Hop through the entire ladder one foot at a time.
- **In-In Out-Out:** Place your right foot in the square and then the left foot. Then you will step outside of the ladder with the right foot, then the left, leaving both feet on the outside of the ladder. Repeat through the entire ladder.
- **Walking Plank with Optional Push Up:** Get in a plank position with the left hand in the first square and the right hand in the second square. Move both the right and left hand over one square and do an optional push-up or cobra. Repeat through the entire ladder.

■ Main Part (30 to 45 minutes)

Step 1: Rules Quiz

- Start with a quiz or discussion to assess current rule knowledge (see last page of lesson).

Step 2: Officiating Basics

- The referee will stand in a safe location near the court with the game's scorecard in hand (see example at end of lesson).
- To decide who serves first, the referee will do a coin flip or have the students play rock paper scissors.
- The referee is to call the score by saying the serving players score first and then the receiving players second. The rally will be replayed if the score is not called, and the server serves the ball before the referee has declared the score.
- The referee's job is to verbally call short serves, out balls, skip balls, and stop the play if a player does not return the ball in enough bounces.
- If the server hits a short serve, the referee must call out "second serve" before the player can serve their second serve.
- If the server loses their serve, they must switch positions with the returner and the referee will call "side out".
- Another call is Short Serve – The served ball bounces on or before the service line.
- Another call is Out Ball – The ball after being struck on the first bounce, bounces outside the side or back line.
- Another call is Skip Ball – The ball after being struck fails to hit the front wall before the floor.

Step 3: Role Play

- Have the students take turns playing, officiating, and observing matches.

■ Cool-Down (5 minutes)

- Have the students do a couple slow laps around the gym.
- Choose a student to lead the group in a stretching session, targeting each of the main muscle groups (quads, hamstrings, chest, back).

■ Assessment

- Evaluate students on their understanding of the rules and their ability to officiate a match fairly and accurately.
- Use the characteristics and cues listed below to assess students' level of understanding and knowledge of the skills practiced this lesson.

Officiating

Characteristics	Cues
• Stand in a safe spot where able to see ball, court lines and players • Watch closely for rule violations • Make calls loudly and confidently	• Be sage • Watch carefully • Be loud

■ Conclusion (2 to 3 minutes)

- To conclude the activity, ask reflection questions, implement assessment practices, and/or play a cool down activity.

■ Scorecard Example

 Division: Open Singles (M2 - Round 1) Date: Saturday, February 3, 2024 Time: 10:15 Court #: 2			
Player 1: Cher Allen			
Serve	Timeout	Appeal	Score
S	1	1 2	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
S	1	1 2	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
S	1	1 2	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
S	1	1 2	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
S	1	1 2	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
		12 13 14 15 16 17	1 2 3 4 5 6 7 8 9 10 11
		12 13 14 15 16 17	1 2 3 4 5 6 7 8 9 10 11
		12 13 14 15 16 17	1 2 3 4 5 6 7 8 9 10 11
		12 13 14 15 16 17	1 2 3 4 5 6 7 8 9 10 11
		12 13 14 15 16 17	1 2 3 4 5 6 7 8 9 10 11
Serve	Timeout	Appeal	Score
Player 2: Matt Kushnir			

Racquetball Quiz

How much do you know about Racquetball?

Read and choose the correct options and find out!

1. **What are the two pieces of safety equipment in racquetball?**
 - a) Eye-guards and Wrist Tether
 - b) Eye-guards and Glove
 - c) Wrist Tether and Mouth Guard
2. **What is the name of the court line the serve must pass over?**
 - a) Middle Line
 - b) Service Line
 - c) Encroachment Line
3. **How do you score a point in racquetball?**
 - a) Hit the ball below the 1-foot line
 - b) Win the rally
 - c) Win the rally only when serving
4. **If a shot in a rally takes its first bounce on the side line...**
 - a) The ball is in
 - b) The ball is out
 - c) Replay the point
5. **In multi bounce, if the ball bounces below the 3-foot line...**
 - a) The returner gets 1 bounce
 - b) The returner gets 2 bounces
 - c) The returner gets 3 bounces
6. **In multi bounce if the ball bounces above the 3-foot line...**
 - a) Returner gets 1 bounce
 - b) Returner gets 2 bounces
 - c) Returner gets unlimited bounces
7. **In multi-bounce, if the ball hits the 1-foot line the returner gets...**
 - a) 2 bounces
 - b) 1 bounce
 - c) Unlimited bounces
8. **In order to hit down the line, the ball must be...**
 - a) At your front foot
 - b) Inside your front foot
 - c) Outside your front foot
9. **Your first serve should be an aggressive serve called a...**
 - a) Smash Serve
 - b) Drive Serve
 - c) Blaster Serve
10. **A normal racquetball game is played to...**
 - a) 15 points, win by 2
 - b) 21 points, win by 2
 - c) 11 points, win by 2

Lesson Plan 8 // Tournament Play

■ Goal

Students can put all the skills, rules, and knowledge together in tournament play.

■ Physical Skills in this Lesson

- **Physical Skills:** striking, jumping, running, agility, coordination, balance, strength and power
- **Psychological Skills:** confidence, motivation, concentration, stress management
- **Cognitive Skills:** strategies and tactics, decision making, adaptation and reaction time
- **Social Skills:** fair play

■ Equipment

- Racquets, eye-guards, and racquetballs
- Printed scorecards
- Pencils

■ Introduction (2 to 3 minutes)

- Organize equipment.
- Greet and connect with students as they arrive.
- At the beginning of class, ask students to gather in front of you and talk about the goals of the lesson as stated above.

■ Warm-up (5 minutes)

- Lead a dynamic warm-up with stretching and light jogging around the court.

■ Physical Skills for Racquetball (10 minutes)

Court Coverage Drill

- This drill is to practice moving from corner to corner in a racquetball court.
- Place six cones on the sidelines of the racquetball court. Four cones will be in the corners, and the other two will be halfway between the front wall and the back line.
- Two students will each have a racquet with one ball for the pair.
- Student A starts at the back service line, while Student B stands in the middle of the court.
- Student A will toss the ball up in the air and race to a cone. Student B must then race to the ball, hit it back into the air with their racquet, and then race to the same cone that Student A ran to.
- At the same time, once Student B has hit the ball up in the air, Student A will race from their cone, hit the ball back up in the air and then run to a different cone. The two students will try to keep the ball up in the air as they make their way to every cone while only letting the bounce once between hits.

■ Main Part (30 to 45 minutes)

Step 1: Tournament

- Pick a different tournament from the tournament format.
- Students who are not playing will officiate the tournament games and retrieve errant racquetballs.
- Students not playing can also find an empty space in the gym and work on hand eye-coordination drills from Lesson Plan 1 – Step 2 – Parts 1 & 2 or any of the footwork drills previously explained in other lessons.

Step 2: Divide Into Groups

- Divide students into equal groups based on how many courts you have.
- If possible, also take into consideration athletic/skill levels to facilitate meaningful competition between similarly skilled students.

Step 3: Play Out Tournament

- Play games based on the format you have chosen.
- Have a scoresheet created with your schedule and space to record results.
- The teacher can determine if they'd like to identify winners at the end of the class.

■ Cool-Down (5 minutes)

- Have the students do a couple slow laps around the gym.
- Choose a student to lead the group in a stretching session, targeting each of the main muscle groups (quads, hamstrings, chest, back).

■ Assessment

- Evaluate students on their understanding of the rules and their ability to officiate a match fairly and accurately.
- Use the characteristics and cues listed below to assess students' level of understanding and knowledge of the skills practiced this lesson.

Officiating

Characteristics	Cues
• Stand in a safe spot where able to see ball, court lines and players • Watch closely for rule violations • Make calls loudly and confidently	• Be sage • Watch carefully • Be loud

■ Conclusion (2 to 3 minutes)

- Conclude the activity, ask reflection questions, implement assessment practices, and/or play a cool down activity.

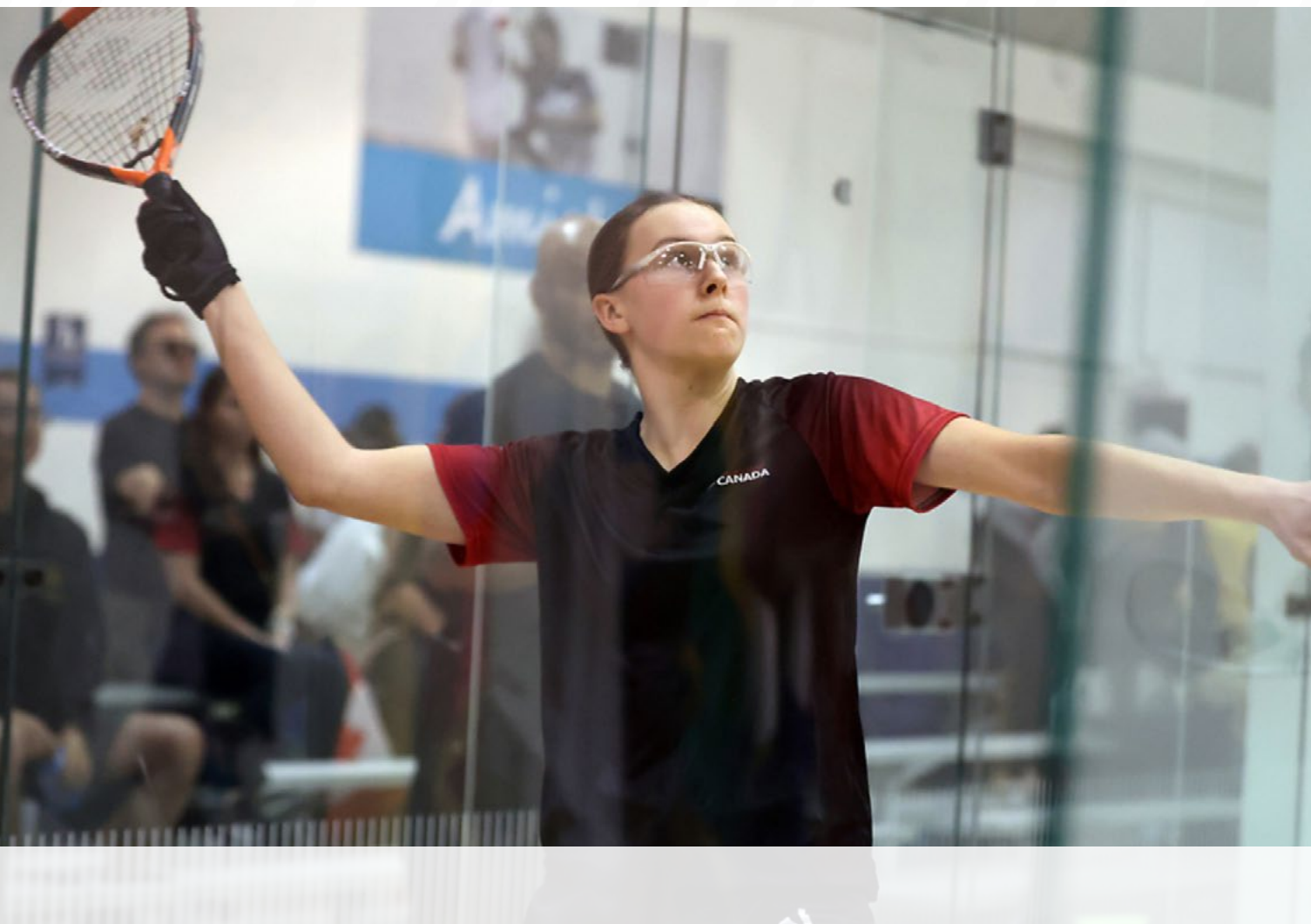
Appendix

Racquetball Quiz

How much do you know about Racquetball?

Read and choose the correct options and find out!

1. What are the two pieces of safety equipment in racquetball?
a) Eye-guards and Wrist Tether
b) Eye-guards and Glove
c) Wrist Tether and Mouth Guard
2. What is the name of the court line the serve must pass over?
a) Middle Line
b) Service Line
c) Encroachment Line
3. How do you score a point in racquetball?
a) Hit the ball below the 1-foot line
b) Win the rally
c) Win the rally only when serving
4. If a shot in a rally takes its first bounce on the side line...
a) The ball is in
b) The ball is out
c) Replay the point
5. In multi bounce, if the ball bounces below the 3-foot line...
a) The returner gets 1 bounce
b) The returner gets 2 bounces
c) The returner gets 3 bounces
6. In multi bounce bounce, if the ball bounces above the 3-foot line....
a) Returner gets 1 bounce
b) Returner gets 2 bounces
c) Returner gets unlimited bounces
7. In multi-bounce, if the ball hits the 1-foot line the returner gets...
a) 2 bounces
b) 1 bounce
c) Unlimited bounces
8. In order to hit down the line, the ball must be...
a) At your front foot
b) Inside your front foot
c) Outside your front foot
9. Your first serve should be an aggressive serve called a...
a) Smash Serve
b) Drive Serve
c) Blaster Serve
10. A normal racquetball game is played to...
a) 15 points, win by 2
b) 21 points, win by 2
c) 11 points, win by 2



For more information and resources,
or to purchase equipment visit:

racquetballcanada.ca



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