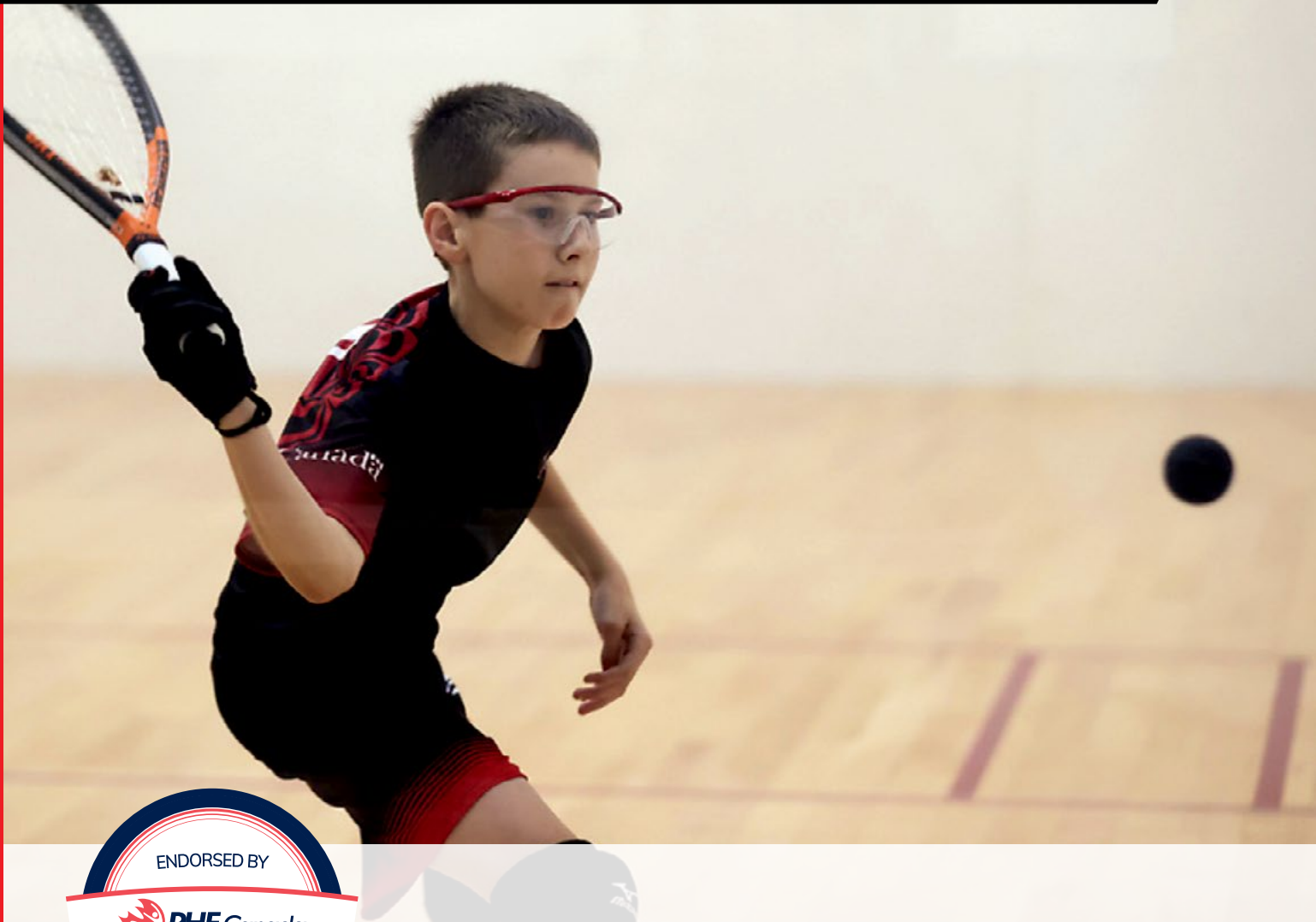


Introduction to Racquetball

Elementary School // Grade 6 to 8 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
Safety Considerations	13
Lesson Plan 1: Introduction to Racquetball	14
Lesson Plan 2: The Backhand	19
Lesson Plan 3: Introducing Rallying	22
Lesson Plan 4: How to Serve and Multi-Bounce Games	25
Lesson Plan 5: Introduction to Shot Selection	29
Lesson Plan 6: Double Bounce	33
Lesson Plan 7: Single Bounce	35
Racquetball Canada Contact Information	37

*This resource is recommended for grades 6 to 8



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.



Photo: fishwork, iStock / Getty Images Plus, via Getty Images

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.

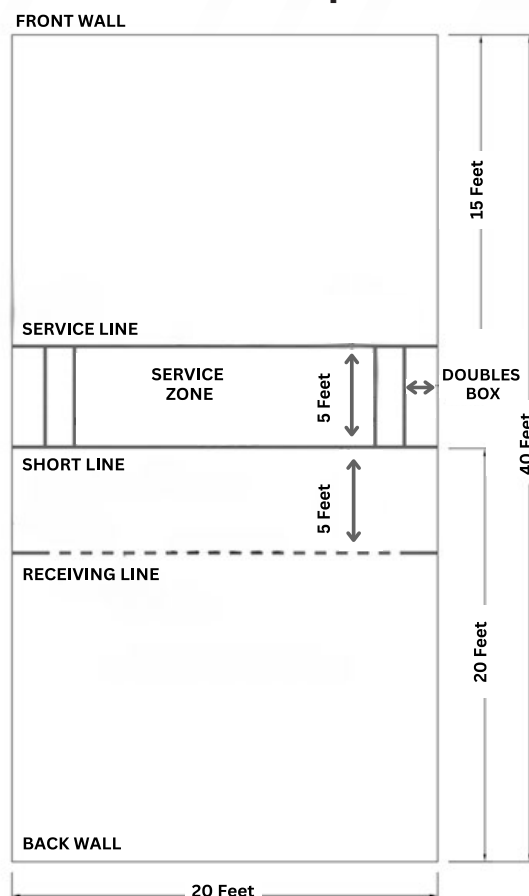
Scoring and Loss of Serve

- 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

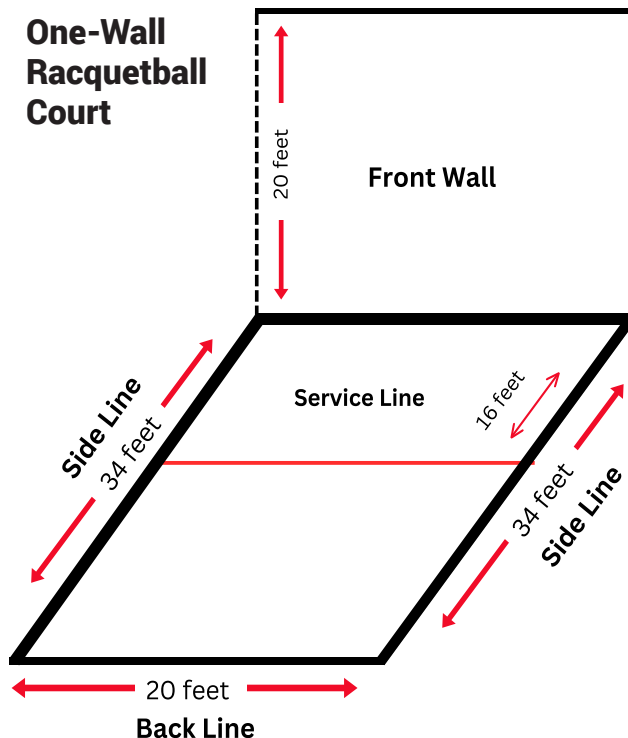
- Racquetball racquets are preferred as they are light and easily usable.
- Tennis racquets can be used but are much heavier and therefore are not as easy to react with in such a fast-paced game.
- Teachers should use the type of racquet they have available to them.

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.

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

To introduce racquetball equipment, the proper grip and forehand swing mechanics.

■ Equipment

- Racquets, eye-guards, and racquetballs
- Hitting tees, large orange cones or tee ball tees

■ 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)

Follow the Leader

- Choose a student to be the “leader.”
- The leader chooses a warm-up activity that the others will copy.
- Play Follow the Leader for 5 minutes and continue to switch the leader so different students have the opportunity.
- Examples include sprints, jumping jacks, hopping on one leg, sit-ups or bear crawls.

■ Physical Skills for Racquetball (10 minutes)

Balance Ball Pass

- Divide the class into groups of 4 or 5.
- Each group will form a circle, and each circle will have one racquetball.
- You will call out a balancing pose for everyone in the class to hold for 1 minute. During this time, the students will pass the racquetball around the circle, with the goal being to make as many passes in a row as they can without losing balance.
- Repeat this activity by calling out different balance poses.

■ Main Part (15 to 30 minutes)

Step 1: Safety

- Have each student get a racquet and a set of eye-guards, then line up to face you.
- Explain that there are two pieces of safety equipment in racquetball: the eye-guards and the wrist tether.
- These must always be on while playing.

Step 2: 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

Step 3: 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 three parts to a swing: racquet preparation, a flat swing, 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 them 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 the follow-through, have the students swing through the shot by pivoting their back foot, finishing with their hips and shoulders facing their target.

Step 4: Hitting Forehands – Off the Tee

- Place the hitting tees about 5 metres away from a solid wall.
- Have the students line up behind each hitting tee so one person hits off the tee at a time.
- Ideally, each tee should have two students, with a maximum of three so that no one is standing around waiting.
- The hitter should be turned sideways with their feet parallel to the front wall and their front foot lined up with the ball on the tee. 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 the ball on the tee because the ball should be hit with a flat swing.
- If the ball is going higher or lower than the tee, then this proves the student is not swinging flat.
- If hitting tees are not available you can use cones, t-ball tees or any other items you might have to raise the ball and keep it stationary.

Step 5: Hitting Forehands – Pair Drop

- Repeat Step 4, but now students will be in pairs.
- One student will drop the ball for their partner.
- The ball should be dropped rather than bounced.
- The goal is for the student to hit the ball off the front wall at the same height it was contacted on the tee.
- To prevent injury, emphasize that the student dropping the ball should never reach in and grab a ball after it has been dropped. If a poor drop is made, the student hitting the ball must be the one to hand-pass it back to the student dropping it.

Step 6: Hitting Forehands – Self Drop

- Repeat Step 5, but now the students will drop the ball for themselves.

- Remind the students that they should not bounce the ball, that the ball should be contacted at their front foot, and that the ball should hit the wall at the same height as it was on the tee.
- A common error is that the student will drop the ball too close to themselves, so make sure their dropping arm is fully extended over their front foot.

■ Cool-Down (5 minutes)

- Have the students do slow laps around the gym with a partner talking about what they learned today.
- Choose a student to lead the group in a stretching session, targeting each of the main muscle groups (quads, hamstrings, chest, back).

■ Conclusion (2 to 3 Minutes)

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

■ Assessment

- Use the characteristics and cues listed below to assess students' level of understanding and knowledge of the skills practiced in this lesson.

Grip

Characteristics	Cues
<ul style="list-style-type: none"> • Thumb and fingers wrap around grip • Extend racquet out in front of body • Racquet frame is perpendicular to the floor • Tether is around wrist 	<ul style="list-style-type: none"> • Pretend you are shaking the racquet's hand • Hold the racquet with the strings facing the wall in front of you • Extend your arm • Put the tether around your wrist

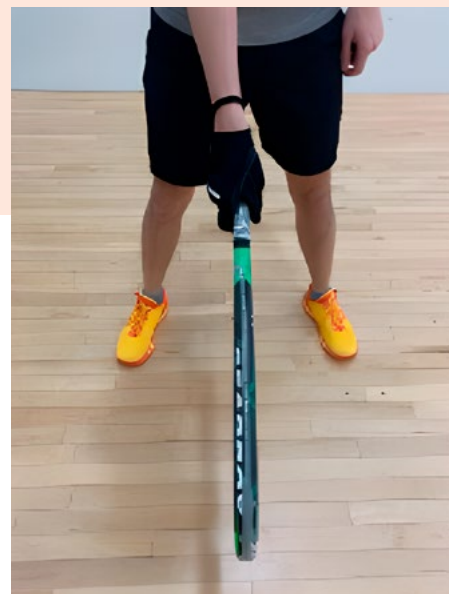
Forehand Swing

Characteristics	Cues
<p>3 parts:</p> <ul style="list-style-type: none"> • Racquet preparation – feet to the side that is holding racquet, raise racquet above the head out to side of body • Flat swing – swing racquet toward the front of body in a straight and fluid motion • Follow-through – swing through shot pivoting back foot to the target, finishing with hips and shoulders facing target 	<ul style="list-style-type: none"> • 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 • Follow-through – swing through, pivot back foot to target, hips and shoulders facing target

Lesson 1 Diagrams

The Grip

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 Up



2. Flat swing



3. Follow Through



Lesson Plan 2 // The Backhand

■ Goal

To learn how to effectively hit a backhand using a proper backhand swing.

■ Equipment

- Racquets, eye-guards, and racquetballs
- Hitting tees, large orange cones, or tee ball tees
- Balloons

■ 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 and objectives of the class as stated above.

■ Warm-up (5 minutes)

Red Light Green Light

- Act like cars while the teacher calls out a traffic light colour. Run on green. Walk on yellow. Stop on red. Mix up the colours and continue until warm.

Tuck Jumps

- Do 10 tuck jumps. Jump up and tuck knees up to chest. Land with knees bent. Rest, then repeat until warm.

Bear Crawl

- Crawl on hands and feet, like a bear, from one designated spot to another. Rest, then repeat until warm.

■ Physical Skills for Racquetball (10 minutes)

Ask all students to get a racquet and find a partner. Each pair will have one balloon, and the students must keep the balloon in the air while completing the tasks you call out. Examples of tasks include:

- Hitting the ball back and forth while balancing on one foot.
- Hitting the balloon back and forth while sitting down.
- Hitting the balloon back and forth while in a V-Sit position.
- Hitting the ball back and forth during a burpee between hits.

■ Main Part (15 to 30 minutes)

Step 1: Introducing the Backhand

- In Lesson 1, the students were taught how to hit a forehand. In this lesson, you will introduce the backhand using the same process as the forehand, except the students will now rotate 180 degrees to face the other way.
- An effective way of explaining how to hit a backhand is by comparing it to throwing a frisbee.

Step 2: The 3 Parts of a Backhand

- Have the students spread out so they can take a full swing without hitting anyone else.
- Remind the students that a swing has three parts: racquet prep, a flat swing, and the follow-through.
- For proper backhand racquet prep, have the students raise their racquet up and over their opposite shoulder 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 the follow-through, have the students swing through the shot by pivoting their back foot, finishing with their hips and shoulders facing their target.

Step 3: Hitting Backhands – Off the Tee

- Place the hitting tees about 5 metres away from a solid wall.
- Have the students line up behind each hitting tee so one person hits off the tee at a time. Ideally, each tee should have two students, with a maximum of three so that no one is standing around waiting.
- The students should be turned sideways with their feet parallel to the front wall and their front foot lined up with the ball on the tee. This will ensure that the ball will go straight to the front wall.
- Note that the front foot on the backhand side is the opposite foot from the forehand side. For example, for a right-handed person hitting a forehand, their front foot will be their left foot, but if they hit a backhand, their front foot will be their right foot.
- The goal is for the student to hit the ball off the front wall at the same height as the ball on the tee so it is hit with a flat swing. If the ball is going higher or lower than the tee, then this proves the student is not swinging flat.

Step 4: Hitting Backhands – Pair Drop

- Repeat Step 3, but now in pairs.
- One student will drop the ball for their partner.
- The ball should be dropped rather than bounced.
- The goal is for the student to hit the ball off the front wall at the same height it was contacted on the tee.
- To prevent injury, emphasize that the student dropping the ball should never reach in and grab a ball after it has been dropped. If a poor drop is made, the student hitting the ball must be the one to hand-pass it back to the student dropping it.

Step 5: Hitting Backhands – Self Drop

- Repeat Step 4, but now the students will drop the ball for themselves.
- Remind the students that they should not bounce the ball, that the ball should be contacted at their front foot, and that the ball should hit the wall at the same height as it was on the tee.
- A common error is that the student will drop the ball too close to themselves, so make sure their dropping arm is fully extended over their front foot.

■ Cool-Down (5 minutes)

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

■ Conclusion (2 to 3 minutes)

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

■ Assessment

- Use the characteristics and cues listed below to assess students' level of understanding and knowledge of the skills practiced in this lesson.

Backhand Swing

Characteristics	Cues
3 parts: <ul style="list-style-type: none">• 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• Follow-through – swing through shot pivoting back foot to the target, finishing with hips and shoulders facing target	<ul style="list-style-type: none">• 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• Follow-through – swing through, pivot back foot to target, hips and shoulders facing target

Lesson Plan 3 // Introducing Rallying

■ Goal

To learn ball control skills in preparation for rallying.

■ Equipment

- Racquets, eye-guards, and racquetballs
- Agility 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 and objectives of the class as stated above.

■ Warm-up (5 minutes)

High Knees

- Do high knees for 20 seconds. Jog in place, bringing knees up as high as they will go. Rest, then repeat until warm.

Mountain Climbers

- Start in push-up position. Legs “climb the mountain,” like running, for 20 seconds. Hands stay on the ground. Rest, then repeat until warm.

Obstacle Course

- Make a simple obstacle course. Ideas include zigzagging between cones, hopping over imaginary lines, etc. Repeat until warm.

■ Physical Skills for Racquetball (10 minutes)

Ball Tossing

Ask all students to partner up and get one ball. Each pair must complete the tasks that you call out. Examples of tasks include:

- Passing the ball underhand, overhead and side arm to each other with hands.
- Bounce pass the ball to each other with both hands.
- Bounce pass off the wall to each other with both hands.

■ Main Part (15 to 30 minutes)

Step 1: Bouncing the Ball on the Floor

- Have the students put on their equipment and get a ball.
- The goal of this drill is to get the students to continuously bounce the ball on the floor using their racquet.

- To start, have students drop the ball to the floor and then try to bounce the ball with their racquet back up into their hand.
- The next step is to try to bounce the ball twice with their racquet before catching it.
- Continue to make the drill more challenging by adding to the number of bounces using their racquet. To end the drill, have the students count to see how many times they can hit the ball in a row before making an error.

Step 2: Bouncing the Ball on the Racquet

- The students will repeat step 1, but now they will try to keep the ball in the air as they bounce it upwards on their racquet.
- Start by having the students toss the ball into the air, hit it back up with their racquet, and then catch it.
- The next step is to hit the ball twice with their racquet before catching it.
- Continue to make the drill more challenging by adding to the number of racquet hits.
- To end the drill, have the students count to see how many times they can hit the ball in a row before making an error.

Step 3: Bouncing the Ball off the Wall

- For this drill, the students will work on hitting the ball off the wall and catching it as it comes back to them.
- Start by having the students stand approximately 3 metres away from the wall. They will then bounce the ball on the floor, gently hit a forehand to the wall, let it bounce on the floor again, and then catch it.
- The next step is to hit the ball twice in a row to the wall before catching it.
- Continue to make the drill more challenging by adding to the number of racquet hits.
- To end the drill, have the students count to see how many times they can hit the ball in a row before making an error. Repeat this drill on the backhand side.

Step 4: Rallying with a Partner

- Have students partner up and repeat step 3, but alternate hitting the ball off the wall with a partner.
- The goal is to hit simple shots that allow the pairing 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 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).

■ Conclusion (2 à 3 minutes)

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

■ Assessment

- Use the characteristics and cues listed below to assess students' level of understanding and knowledge of the skills practiced in this lesson.

Ball Control Skills

Characteristics	Cues
<ul style="list-style-type: none">• Pass ball under control so partner can catch it• Arm positions – underhand, overhead and side arm• Bounce pass of wall – about 5 feet away from wall	<ul style="list-style-type: none">• Not too hard – gentle• Be in control• Move feet to catch partner's ball toss

Lesson Plan 4 // How to Serve and Multi-Bounce Games

■ Goal

To learn how to serve and receive serve and utilize the skills to play a game of multi-bounce racquetball.

■ Equipment

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

■ 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 and objectives of the class as stated above.

■ Warm-up (5 minutes)

Jog and Jump

- Jog in place for 30 seconds, then jump in place for 30 seconds. Rest, then repeat until warm.

Arm Circles

- Move arms in big forward circles for 30 seconds, followed by backward circles for 30 seconds. Rest, then repeat until warm.

Robot Walks

- Bring one leg straight up, and bend at the waist to touch the toes with the hand. Walk slowly and touch alternating toes with each step until warm.

■ Physical Skills for Racquetball (10 minutes)

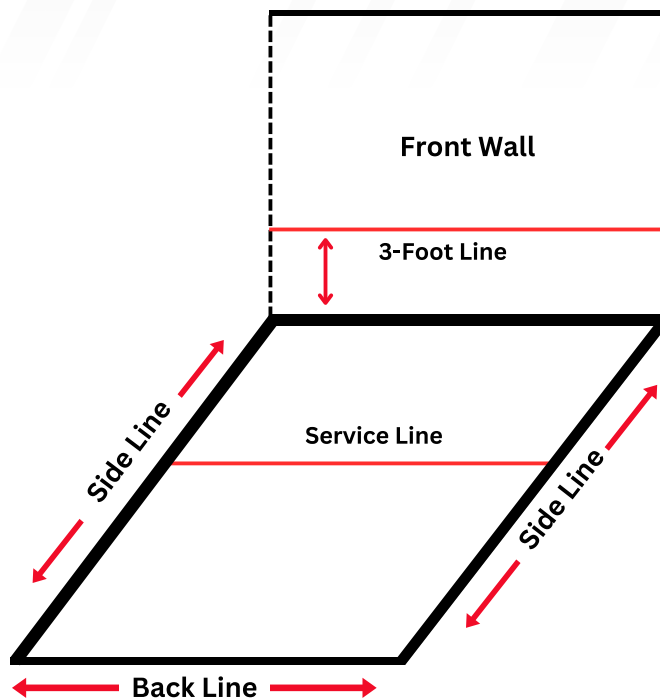
Jump Tug-of-War

- Divide the class into teams of 2.
- Teams will pair up and face each other across a line marked on the floor.
- The first student from Team A stands on the line, jumps onto the other team's side, and marks their jump with a bean bag.
- The first student from Team B now starts at the bean bag, jumps towards Team A's side, and marks where they land with a bean bag.
- The goal is to try and jump further than Team A's jumper.
- Repeat until everyone on each team has jumped four times, and the winning team is the one which finishes on the other team's side.

■ Main Part (15 to 30 minutes)

Step 1: The Serve

- The first step to playing a game is to know the rules of serving.
- Two lines are used when serving the ball: the 3-foot line and the service line.
- When serving the ball, the server must stand behind the service line, bounce the ball, and strike it so it goes over the top of the 3-foot line.
- 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, the server will get a second opportunity to put the ball in play, but two faults in a row will result in a loss of the 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.
- **Practice Serving:** Divide students equally amongst number of courts. Have each student attempt to hit three good serves. The other students are to call out if the serve is good or not.
- Students rotate, taking turns trying to hit legal serves. Continue activity until confident students have had enough reps and are understanding the rules of serving. The teacher circulates and assist students with the rules of serving as needed. (max time: 10 minutes)



If in a gymnasium with multiple lines, pick lines on the floor as close to the numbers listed

Step 2: Serve Return

- The proper serve return position is in the middle back of the court.
- The returner should be in an athletic stance and ready to move to both the left and right sides of the court.
- **Add Serve Return Practice:** Have students stay on their respective courts. Now once a student hits a serve have another student attempt to return the serve.
- The same pair attempts a legal serve and return of serve three times.
- Then the receiver becomes the server and the next student in the group becomes the returner.
- Students waiting their turn help determine if the serve and return are legal. (max time: 10 minutes)

Step 3: Points and Side Outs

- 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:

- Swinging and missing
- Skipping the ball (this is when the ball hits the floor before the front wall)
- Getting hit by the own ball when it's your opponent's turn to play it
- Hitting the ball out of the court
- Double faulting on a serve

When the server and the receiver switch positions, it is called a side out.

Activity: Explain rules of racquetball to students. If possible, demonstrate the list of above ways to win/lose a rally so students have a better understanding.

Step 4: Playing Multi-Bounce

- Now that the students know how to play, it's game time!
- Ideally, racquetball is played with 2 students in a game called singles, where one player is the server, and one player is the receiver. The two players will play their game to 11, and someone will be named a winner.
- If there are more than 2 students, then a slight modification can be added so everyone can participate.
- Whether 3, 4 or 5 students are playing, only two will play in a rally at once while the others will form a line outside the back of 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.
- The ball can bounce as many times as they need to successfully return the ball.
- Play Racquetball Rallies: Have students remain on respective court and attempt to play out rallies using the rules of multi-bounce racquetball using above guidelines.
- Continue playing until the end of class. Non-active students can help with rules and retrieve errant racquetballs.
- NOTE: To keep all students active throughout the class, inactive students can also find an empty space in the gym and practice ball control drills as described in Lesson Plan 3.

■ Cool-Down (5 minutes)

- Have the students do 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).

■ Conclusion (2 to 3 minutes)

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

■ Assessment

- Use the characteristics and cues listed below to assess students' level of understanding and knowledge of the skills practiced in this lesson.

Serving

Characteristics	Cues
<ul style="list-style-type: none">• Stand behind service line, bounce ball, strike it over top of 3-foot line• Ball rebounds off front wall and take first bounce after service line• Drop and hit position – racquet in a ready position on forehand side, hold ball at hip level, drop ball in line with front foot• Swing – 3 parts: Sideways preparation, flat swing and follow through	<ul style="list-style-type: none">• Behind service line, bounce the ball so it strikes over the top of the 3-foot line• Ball rebounds off the front wall and bounces first after the service line• Drop and hit – racquet in ready position on forehand, ball at hip level, drop ball in line with the front foot• Flat swing

Serve Returns

Characteristics	Cues
<ul style="list-style-type: none">• Stand in middle back of the court• Athletic stance ready to move to left or right sides of the court• Serve return – swing forehand or backhand as needed to hit ball back to the front wall	<ul style="list-style-type: none">• Middle back of court• Athletic stance ready to move• Serve return – move to the ball• Turn to the side the ball is coming from• Swing flat

Lesson Plan 5 // Introduction to Shot Selection

■ Goal

To improve upon the basics of the game and understanding the importance of shot selection by learning to hit and down the line and cross court shot.

■ Equipment

- Racquets, eye-guards, and racquetballs
- Targets
- Painters tape

■ 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 and objectives of the class as stated above.

■ Warm-up (5 minutes)

High Knees

- Do high knees for 20 seconds. Jog in place, bringing knees up as high as they will go. Rest, then repeat twice.

Bicycles

- Lay on back with legs and feet in the air. Move legs like pedalling a bicycle. Pedal slow, medium, and fast for 30 seconds each. Rest in between each pedalling speed.

Tag

- Choose one student to be “it.” As the “it” student tags others, they, too, begin chasing those who have not been tagged until everyone has been tagged.

■ Physical Skills for Racquetball (10 minutes)

Racquet Relay Races

- Divide the class into groups of 3 or 4.
- Each group must have one racquet and one ball.
- Find a starting line on the floor; all teams will line up single file behind it.
- The student at the front of the line will have the racquet and the ball.
- The teacher will call out a task for the students with the racquet and ball to perform. For example, the students must run to the other side of the gym and back while bouncing the ball on their racquet. Once they return to their team, they pass the racquet and ball off to the next student in line, who must perform the same task.
- The first team to have everyone complete the task is determined the winner.
- Repeat these 2 or 3 more times with a different task each time. Examples of more tasks include bouncing the ball on the floor or hopping on one leg while keeping the ball on the racquet’s strings.

■ Main Part (15 to 30 minutes)

Step 1: Learning to Aim with Drop and Hits

- Now that the students know how to play multi-bounce, they can start to work on drills to help prepare them for the next game style called double bounce.
- In double bounce the students can only let the ball bounce twice before returning it to the front wall.
- Aiming is critical to playing racquetball, as the person taking the shot wants to control the angle and height of the ball to hit where their opponent is not.
- There are two basic shots in racquetball: the down the line and the cross court.
- A down the line will rebound off the front wall and pass in front of the student's body, whereas the 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 backhand 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.
- Repeat doing cross-court shots.
- Adding targets to the wall is a clever idea so the students have something to aim at. Targets can include coloured tape in the shape of an X or a square or small agility cones taped to the wall.

Step 2: Multi-Bounce Games

- Have the students play multi-bounces games.
- Whether 3, 4 or 5 students are playing, only two will play in a rally at once while the others will form a line outside the back of 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.

■ 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).

■ Conclusion (2 to 3 minutes)

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

■ Assessment

- 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
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Ball inside front foot• Fluid swing• Follow-through• Adjust ball bounce forward or back in relation to big toe

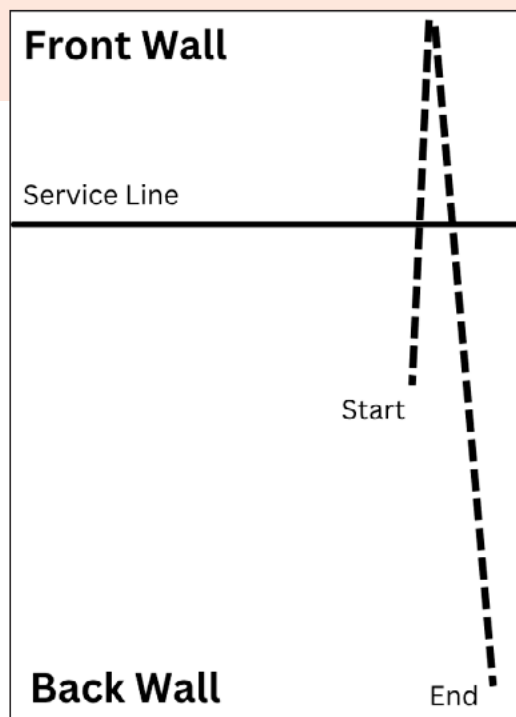
Shot Selection – Cross Court

Characteristics	Cues
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Ball outside front foot• Fluid swing• Follow-through• Adjust ball bounce forward or back in relation to big toe

Shot Descriptions

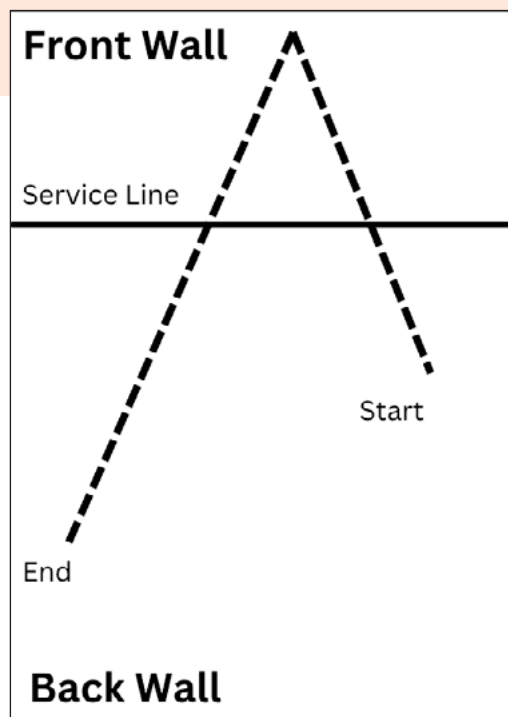
Down the Line

The ball passes in front of the student and to the back corner.



Cross Court

The ball passes behind the student and to the opposite back corner.



Lesson Plan 6 // Double Bounce

■ Goal

To introduce the game of double bounce and improve upon basic shot selection.

■ Equipment

- Racquets, eye-guards, and racquetballs
- Bean bags
- Hoops
- Balloons (optional)

■ 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 and objectives of the class as stated above.

■ Warm-up (5 minutes)

Grape Vine

- Walk or jog sideways, crossing one foot in front of the other in an alternating pattern.

Side Hops

- With feet together, jump from one side of an imaginary line to the other. Or hop on one foot and switch back and forth.

Walking Lunges

- Step forward with one leg and lower oneself so the front knee is at a 90-degree angle and the back leg is stretched out long. Then stand and step the back leg forward into a lunge.

■ Physical Skills for Racquetball (10 minutes)

Bean Bag Relay – Sprinting

- Spread several hoops and double the amount of bean bags around the gym.
- Divide the students into two different teams. One team will be called “Team In,” and one will be called “Team Out.”
- When you say go, Team In will try to put the bean bags into the hoops, and Team Out will try to take the bean bags out of the hoops.
- The students must place the bean bags in the hoops without throwing them and switch to a new hoop after putting a bean bag in or taking one out.

■ Main Part (15 to 30 minutes)

Step 1: Drop and Hits Below the 3-Foot Line

- 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, 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 trying to hit below the 3-foot line with their forehands, while the other half will be on the other side of the court, hitting backhand down the lines below the 3-foot line.
- Once complete, have them switch to the other side of the court so those hitting forehands are now hitting backhands and vice versa.
- Having a flat swing and contacting the ball between the knee and hip is critical to the success of this drill.
- Non-hitting students are to help retrieve balls. To keep all students active throughout the class, have balloons available to have students do **Balance Balloon Pass** from Lesson 2 in empty gym space.

Step 2: How to Play Double Bounce

- In lessons 4 and 5, the students played multi-bounce games where they were allowed as many bounces as they wanted before returning the ball to the front wall.
- The next game style is called double bounce, where the students are now only allowed to let the ball bounce twice before returning it to the front wall.
- Continue to play games for this lesson, but if this progression is too difficult for some students, they can continue to play multi-bounce.

■ **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).

■ **Conclusion (2 to 3 minutes)**

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

■ **Assessment**

- Use the characteristics and cues listed below to assess students' level of understanding and knowledge of the skills practiced in this lesson.

Shot Selection: Drop and Hits Below 3-Foot Line

Characteristics	Cues
<ul style="list-style-type: none"> • Flat swing • Contact the ball between the knee and the hip 	<ul style="list-style-type: none"> • Keep racquet flat at contact • Follow through • Check ball bounce height

Lesson Plan 7 // Single Bounce

■ Goal

To introduce single bounce games and practice playing hitting the ball after one bounce.

■ Equipment

- Racquets, eye-guards, and racquetballs
- Mats

■ 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 and objectives of the class as stated above.

■ Warm-up (5 minutes)

Icebergs

- Spread about five mats on the floor throughout the gym. Have the students spread out and jog throughout the gym. You will then randomly yell a number between 1 and 7, and the students will have 10 seconds to run and sit on the mats in groups of the number you called. If any students are not on a mat, or the mat does not have the required number of students sitting on it, they must complete a challenge of your choice. Examples include planks, push-ups, or sit-ups. Students not doing challenge are to jog around gym until challenge completed.

■ Physical Skills for Racquetball (10 minutes)

Bridge Tag for Balance

- Pick 2 or 3 students to be taggers. When you say “go,” their goal is to tag other students who must create a bridge with their bodies. For the tagged student to return to the game, another student must crawl under their bridge. Each time a student gets tagged, they are to make a different kind of bridge while always keeping one arm and one leg on the floor. After every minute, you will choose different students to be the taggers.

■ Main Part (15 to 30 minutes)

Step 1: Mid Court Setups

- In lessons 5 and 6, the students practiced hitting down the line shots from a drop and hit position.
- In this drill, the students will practice those shots while the ball is moving.
- Divide the students so there are 6 per court: three on the forehand and three on the backhand sides.
- Each side will have one student feeding the mid-court setups, one hitting the setups, and one retrieving the balls.
- To feed a mid-court setup, stand in the middle of the court and toss the ball straight up in the air about 1 metre.

- The hitter who starts at the back of the court in the serve return position must then move and hit the ball after one bounce.
- Once the hitter has hit ten balls, have them switch roles.
- Repeat this one more time so that everyone has hit ten balls.

Step 2: How to Play Single Bounce

- In the last lesson, the students played double bounce games where they were allowed to let the ball bounce twice before returning it to the front wall.
- The following game style is called single bounce, where the students are now only allowed to let the ball bounce once before returning it to the front wall.
- Continue to play games for this lesson, but if this progression is too difficult for some students, they can continue to play double bounce or multi-bounce.

■ 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).

■ Conclusion (2 to 3 minutes)

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

■ Assessment

- Use the characteristics and cues listed below to assess students' level of understanding and knowledge of the skills practiced in this lesson.

Single Bounce

Characteristics	Cues
<ul style="list-style-type: none"> • Moves to the ball • Contact the ball between the knee and the hip • Can maintain a rally with one bounce 	<ul style="list-style-type: none"> • Move feet • Keep racquet flat at contact • Check ball bounce height • One bounce



For more information and resources,
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