

PHYSICAL EDUCATION LESSON PLAN

Subject	Physical Education	Unit	Pickleball	Date	April 9th, 2026
Grade	8	Lesson #	2	Duration	53 minutes
Developed by	Samantha Lazaruik			Room	Small Gymnasium

<u>General Outcomes:</u>	<u>Specific Outcomes:</u>
A - Activity (Basic Skills → Manipulative eg: Striking) (Basic Skills → Games) C - Cooperation (Teamwork)	- A8-6 select, combine and perform manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance - A8-10 select, combine and perform activity-specific basic skills in a variety of games - C8-5 recommend practices that contribute to teamwork
<u>Student Learning Outcomes:</u>	<u>Assessment Strategies</u>
★ Students will demonstrate controlled striking by consistently sending the pickleball over the net with improved accuracy using forehand, backhand, and underhand serves. ★ Students will apply pickleball skills (serving, rallying, positioning) during gameplay to maintain rallies and participate successfully in doubles activities. ★ Students will communicate and cooperate with their partner during doubles play by calling shots, encouraging teammates, and demonstrating fair play.	Questioning During Play: Ask students quick questions while circulating: “Where should you aim your serve?” “How are you communicating with your teammate?” Observation Checklist: observes students during the warm-up and games for: - Correct underhand serving technique - Using the double bounce rule and not volleying in kitchen
<u>Lesson Equipment/Resources:</u>	<u>Personalization/Differentiation</u>
☐ Pickleball nets/poles (small gym → nets) ☐ Pickleball paddles ☐ Pickleballs	Support (easier) - Allow multiple practice serves before starting a rally. - Use a bigger paddle or shorter paddle (modify equipment). Extension (challenge) - Require cross-court serving rules. - Encourage use of strategic placement. <u>Learning Preferences</u> Visual learners: Demonstrate serve technique and games. Verbal learners: Use cues and guided questioning through the lesson and games.

PHYSICAL EDUCATION LESSON PLAN SEQUENCE
Introduction
- Wait for students to change & complete Attendance (5 min) Discussion (3 min) - Review basic rules of pickleball - Pickleball is a paddle sport played over a net using a plastic ball with holes.. It can be played singles (1 vs 1) or doubles (2 vs 2). - The game begins with an underhand serve. The serve must go diagonally across the net into the opponent's service box.

- The ball must bounce once on each side before players can hit it in the air. This is called the **two-bounce rule**.
 - After the two bounces, players can **volley (hit the ball in the air)** or let it bounce before hitting it..
 - Games are often played **to 11 points**, and a team must win by **2 points**.
- Review boundaries
 - **Baseline:** The back line of the court where players serve from.
 - **Sidelines:** The lines on each side that mark the width of the court.
 - **Centerline:** Divides the service areas into left and right boxes.
 - **Service boxes:** The areas where the serve must land diagonally.
 - The **kitchen** is the area **close to the net on both sides of the court** (7-foot zone from the net on each side)
 - Players cannot volley the ball while standing in the kitchen.
 - If a player hits a volley and steps into the kitchen or touches the line, it is a fault.
 - Players can enter the kitchen to hit a ball that has bounced. = Kitchen is a no volley zone to allow rallies to be played longer
- The focus of the lesson is to strike with a paddle keeping the hit within control.

Time	Activity	Teacher Description	Modifications/Safety Considerations:	Cues/Questions:
10 min	Warm-up Serving with a Partner	Setup • Students work in pairs on a court. • Partners stand on opposite sides of the net. • After each serve, the receiver catches or lightly returns the ball, then serves back. How It Works • Begin with underhand serves only. • Then progress to volley.	Modifications • Beginner: Allow bounce before striking or shorten the court distance. • Intermediate: Aim for target zones/within boundaries of court Safety • Ensure students are spaced out to avoid paddle contact. • Remind students to stay aware of nearby courts and flying balls. • Use controlled, low-power serves during warm-up.	Cues → “Contact below the waist” → “Step forward with opposite foot” → “Follow through toward your target”
10 min	Lead Up Game Skinny Singles (Straight Ahead – Half Court) www.youtube.com	Setup • Use one half of a pickleball court (straight ahead only) • The court is divided lengthwise: • Only one side of the court (right OR left) is in play at a time • Anything crossing the center line is OUT • 2 players per court • Each player stands across from each other (no diagonal) How to Play • Game is played 1 vs 1 • Serve underhand and below the waist • Serve must go straight ahead (not diagonal) • Follow the two-bounce rule: • Ball must bounce once on each side before volleys are allowed • Players can only hit the ball within their half of the court • Scoring (to 11, win by 2): • Even score (0, 2, 4...) → serve from the right side • Odd score (1, 3, 5...) → serve from the left side	Modifications: • Allow the ball to bounce before every hit • Shorten the court (move players closer to the net) • Allow redo serves if missed • Require consistent rally (e.g., 5+ hits before scoring) • Add target zones for points (e.g., corners = 2 points) • Encourage specific shots (drop shots, dinks, placement) • Limit players to forehand or backhand only Safety: • Remind students to: Keep paddles under control and stay aware of other players.	Cues: → “Contact below the waist” → “Step forward with opposite foot” → “Hit in front of your body” → “Keep the ball in your half”

		• Players switch serving sides based on their score • Rally continues until a fault (out, into net, rule violation)	• Players should enter/exit courts safely from the side • Emphasize control over power to reduce injury	
20 min	Lead Up Game Half Court Doubles (Kings court)	Setup • Players only use their respective half, making the center line and sideline out of bounds • Each team has one player on each side of the net, but both players share the same half-court space on their side. How It Works • The game follows standard pickleball rules (serve, rally scoring or traditional scoring, etc.).	Modifications • Beginner: Allow multiple bounces before striking or shorten the court distance. • Intermediate: play with the double bounce rule & no volleys in the kitchen Safety • Remind students to stay aware of nearby courts and flying balls.	Cues → “Contact below the waist” → “Step forward with opposite foot” → “Communicate with your partner”

Conclusion & Debrief

Wrap-up Discussion (2 min)

- When was it better to use a soft shot instead of a powerful one?
- How did the two-bounce rule affect how you played?
- What strategies helped your team be successful in doubles play?
- How did you communicate or work with your partner during games?

Guided discovery questions:

- Control is more important than power when striking with a paddle.
- Successful play requires sending the ball accurately into open space.
- Understanding rules (serve, two-bounce rule, kitchen) improves gameplay.
- Proper technique (underhand serve, contact in front, follow-through) leads to better accuracy.
- Communication and teamwork are essential in doubles play.

- Send student to change (5 min)

Reflection Notes:

Positives (What was successful?):

What to change for next time?:

PRE-SERVICE TEACHER SELF-REFLECTION

In your self- reflection of your lesson, please consider the following questions:

1. What went well in your lesson? What were the strengths of the lesson?
2. What are the areas that need to be refined? What might you do differently next time?
3. What are your next steps to further develop/ refine this lesson? How will you continue to grow in your practice? What actions will you take?

These are additional questions that can help guide your response to the three self- reflection questions.

- How do you feel your students experienced this lesson?
- How were they able to make explicit and self-evaluate their growing understanding, skills and/or knowledge?
- How did you employ formative assessment for/of/as learning?
- Were you successful in reaching all students and how do you know? How did you accommodate diverse learners and those requiring accommodations?
- Were there opportunities to address Indigenous, multicultural and interdisciplinary activities and knowledge?