

PHYSICAL EDUCATION LESSON PLAN

Subject	Physical Education	Unit	Pickleball	Date	March 18th, 2026
Grade	9	Lesson #	1	Duration	53 minutes
Developed by	Samantha Lazaruik			Room	Small Gymnasium

General Outcomes:	Specific Outcomes:
A - Activity (Basic Skill → Manipulative eg: Striking & Games) C - Cooperation (Teamwork)	- A9-5 apply and refine ways to receive, retain and send an object with increased speed, accuracy and distance in skills specific to an activity - A9-10 apply and refine activity-specific basic skills in a variety of games - C9-5 develop practices that contribute to teamwork
Student Learning Outcomes:	Assessment Strategies
★ 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.	● Observation: Teacher circulates to assess control, accuracy, and understanding of rules. ● Skill Execution: Check for proper serving technique and forehand/backhand form. ● Questioning: Use guiding questions during and after activities to assess understanding.
Lesson Equipment/Resources:	Personalization/Differentiation
☐ Pickleball nets/poles (small gym → nets) ☐ Pickleball paddles ☐ Pickleballs	● Shorten court, allow extra bounces, simplify serving rules. ● Standard rules with focus on consistency and placement. ● Add tactical elements (target areas, controlled volleys, fewer errors). ● Use mixed-ability pairs for support or similar-ability groups for appropriate challenges. ● Students choose forehand/backhand or shot placement based on comfort level. ● Provide demonstrations, cues, and individual feedback as needed. ● Various equipment types can be used (eg: soft ball, larger paddle)

PHYSICAL EDUCATION LESSON PLAN SEQUENCE

Introduction

- Wait for students to change & complete Attendance (5 min)
- **Discussion** (3 min)
- Introduce basic rules of pickleball
 - Pickleball is a paddle sport played over a net using a plastic ball with holes (similar to a wiffle ball). 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:
7 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 Fast & Furious Doubles www.youtube.com	Setup • Split the class in half on each side of the net. • Players form teams of two. • One team starts at the kitchen line and the other team starts at the baseline. • All other teams wait in line behind the baseline. How to Play 1. The baseline team starts the rally by feeding the ball. 2. Teams play the point normally. 3. After each rally, teams rotate depending on who wins. Rotation Rules • Kitchen team wins → earns 1 point and stays at the kitchen. • Baseline team wins → earns 1 point and moves up to the kitchen line. • Losing team → leaves the court and goes to the back of the line. The next team enters at the baseline.	Modifications: • Allow one bounce before volleys at the kitchen line or start both teams at mid-court. • Keep standard rules but allow an underhand feed instead of a serve. Safety: • Maintain spacing between courts to avoid collisions. • Encourage controlled shots (no hard slamming at close range). • Players entering/exiting the court should move around the outside safely. • Stay aware of other balls entering the court. 	Cues: → “Ready position” (paddle up, knees bent) → “Soft hands at the net” → “Hit in front of your body” → “Control the ball” → “Communicate with your partner”

20 min	Formal Game On deck Doubles www.youtube.com	Setup • Split the class in half on each side of the net. • Two players per side start on the court. • All other players line up in an “On Deck” line beside the right service box. How to Play 1. Teams play a rally normally. 2. After every rally, both teams rotate players. 3. The team that wins the rally serves next. Rotation Rules (After Every Rally) • Player in the right service box moves to the left box. • Player in the left service box leaves the court and goes to the back of the On Deck line. • The next player in line enters the right service box. Both teams rotate at the same time after each rally. Serving Rules Where you serve from depends on your team’s score: • Even score (0, 2, 4, 6...) → serve from the right box • Odd score (1, 3, 5, 7...) → serve from the left box	Modifications: • Beginner: Allow a bounce before every hit and simplify serving (always serve from the right side). • Intermediate: Use regular serving rules but allow a redo on missed serves. Safety: • Ensure players rotate on/off the court quickly and safely from the side. • Keep paddles down while waiting in the On Deck line. • Maintain spacing to avoid collisions during rotation. • Emphasize control over power to prevent unsafe shots. • Aware of other courts and stray balls. 	Cues: → “Ready position” (knees bent, paddle up) → “Call the score before serving” → “Serve underhand, below the waist”
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Conclusion & Debrief

Wrap-up Discussion (3 min)

→ Students return equipment then prompt them to have a seat for a wrap-up chat. (at the end of the day clean up the next 5 min extra)

Guiding questions:

- 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?

Reinforce the key learning points:

- 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 at the end of class (5 min)

Reflection Notes:

Positives (What worked well?):

Think of 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?