

PHYSICAL EDUCATION LESSON PLAN

Subject	Physical Education	Unit	Pickleball	Date	March 17th, 2026
Grade	7	Lesson #	1	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) C - Cooperation (Teamwork)	- A7-6 demonstrate manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance - A7-10 demonstrate activity-specific basic skills in a variety of games - C7-5 select and apply practices that contribute to teamwork
<u>Student Learning Outcomes:</u>	<u>Assessment Strategies</u>
★ Students will demonstrate manipulative skills by controlling a pickleball with a paddle while adjusting their movement, effort, and positioning to successfully send and receive the ball during rally activities. ★ Students will demonstrate teamwork by communicating, cooperating, and supporting their peers during partner and group rally activities.	- Observe students' ability to control the paddle, use proper technique, and maintain rallies (skill development) - Monitor how students cooperate, communicate, and support peers during partner and group tasks. - Ask questions when circulating: ○ "How can we make it easier for our teammate to rally the ball?" or "Where should we place the ball so it bounce before others strike it"
<u>Lesson Equipment/Resources:</u>	<u>Personalization/Differentiation</u>
☐ Hula hoops (4 hula hoops per group) ☐ Paddles for everyone ☐ Pickle balls ☐ Large cones (use for line markers)	- Adjust distance between partners during rally practice. - Allow multiple bounces for students developing paddle control - Allow students to play cooperatively rather than competitively if needed. - Use different equipments such as a soft ball wich is easier to control - Use different paddles that are larger for students to make contact with <u>Learning Preferences</u> Visual learners: Demonstrate serve technique and warm-up game. 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) - 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:
5 min	Warm-up Rally with a partner	Setup ● Students work in pairs on rallying with one bounce in pickleball about ten feet away from each other. ● Each pair has one pickleball.	Modifications - Move partners closer together for beginners. Safety - Ensure students maintain safe spacing between pairs. - Remind students to look around before swinging their paddle	Cues: → "Watch the ball to the paddle." → "Short, controlled swing." → "Move your feet, not just your arms."
12 min	Lead-up Game 4 Squares Hula Hoop Rally	Setup ● Place 4 hula hoops on the floor in a square formation. ● One player stands near each hoop (or can rotate players). How to Play ● The goal is for the team to keep the rally going as long as possible. ● A player starts by hitting or passing the ball so it lands inside any hoop. The ball must bounce once inside the hoop before the next player plays it. ● After the bounce, a player must send the ball to a different hoop. Players continue rallying the ball from hoop to hoop, working together to keep it moving. Rules ● The ball must bounce inside the hoop before being hit again. The next hit must go to a different hoop (not the same one). ● Players must communicate and move quickly to keep the rally alive. If the ball misses the hoop or cannot be returned, the rally ends.	Modifications: - Make it accessible: ● Use different sizes of hula hoops (target challenge = adjustable!) ● Allow multiple bounces ● Adjust spacing between hoops Safety: ● watch other teams balls flying around ● be aware of games set up around you and your space 	Cues: → work on teamwork skills and communication → focus on placement of the ball ("point paddle to target")

20 min	Formal Game 4 Squares Game Pickleball Version	Set-Up – Use lines to divide into four equal squares Players • 4 players play at a time, one in each square. • Additional players line up outside the court waiting to enter Square Ranking • Square 1 (entry square) vs. Square 4 (server / king) How to Play 1. Start the Game • The player in Square 4 (the highest square) starts the round by serving the ball. • They bounce the ball once in their square and hit it into another square. 2. Rally • The ball must bounce once in a player's square before they hit it. After it bounces, the player hits the ball with their paddle to another square. • Players continue hitting the ball from square to square. 3. Getting Someone Out (A player is out if they): • Let the ball bounce twice in their square, Miss the ball, Hit the ball out of bounds, or Hit the ball before it bounces. 4. Rotation (When a player is out): • They go to the back of the line. Players move up one square. A new player enters Square 1.	Modifications: • Allow two/multiple bounces before returning the ball. • Reduce court size if space is limited or if students are struggling to reach the ball • Play cooperative mode where the goal is to keep the rally going as long as possible instead of eliminating players. • Partner squares so two students work together in one square if there are many students waiting. Safety: • Students wait behind the cone until it is their turn to enter. • Maintain space between squares and avoid reaching into another player's square. • Students should watch for loose balls around the playing area to prevent tripping.	Cues: → “Watch the ball bounce.” → “Short controlled swing.” → “Tap, don’t smash.” → “Move your feet to the ball.”
--------	---	--	---	--

Conclusion & Debrief

Wrap-up Discussion (3 min)

→ Students return equipment then prompt students to sit for a short class discussion.

Guiding questions:

- What helped you keep the rally going with your partner or group?
- How did moving your feet help you control the ball?
- What strategies helped your group work together in the hula hoop activity?

Reinforce the key learning points:

- Controlling the paddle swing helps keep the ball accurate
- Communication and teamwork help keep rallies going longer.
- Pickleball rallies require control, placement, and cooperation.

- Send student to change at the end of class (5 min)

Reflection Notes:

Success and strengths of the lessons?

What can be improved 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?