

PHYSICAL EDUCATION LESSON PLAN

Subject	Physical Education	Unit	Badminton	Date	March 16th, 2026
Grade	7	Lesson #	1	Duration	53 minutes
Developed by	Samantha Lazaruik			Room	Large Gymnasium

<u>General Outcomes:</u>	<u>Specific Outcomes:</u>
A - Activity (Basic Skills → Manipulative eg: Striking) C - Cooperation (Communication & Fair Play)	- A7-5 demonstrate ways to receive, retain and send an object with varying speeds and accuracy in skills specific to an activity - C7-1 communicate thoughts and feelings in an appropriate respectful manner as they relate to participation in physical activity - C7-3 demonstrate etiquette and fair play
<u>Student Learning Outcomes:</u>	<u>Assessment Strategies</u>
★ Students will perform a badminton serve using proper underhand technique, controlled contact and aiming for targets.. ★ Students will work with a partner to communicate, cover court space, and use simple strategies during doubles play. ★ Students will demonstrate safe participation and fair play while engaging in badminton activities.	● 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
<u>Lesson Equipment/Resources:</u>	<u>Personalization/Differentiation</u>
☐ Badminton nets/poles (5 courts set up → large gym) ☐ Badminton rackets for everyone ☐ Birdies ☐ Hula Hoops (large battleship targets) ☐ Pinnies (large battleship targets)	● Support (easier) ○ Use larger target zones in Battleship. ○ Allow multiple attempts at serves. ○ Distance can be shortened for serve ○ Larger racket or small length racket ○ Scale birdie size up ● Extension (challenge) ○ Require cross-court serving rules. ○ Reduce the size of target zones. ○ Encourage strategic placement rather than simply returning the shuttle <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.

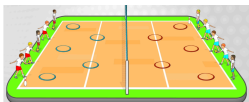
PHYSICAL EDUCATION LESSON PLAN SEQUENCE

Introduction

- Wait for students to change & complete Attendance (5 min)

Discussion (3 min)

- Review basic rules of badminton
 - Games are typically played to **21 points** (You must win by 2 points).
 - The goal is to hit the shuttlecock over the net and land it inside your opponent's court so they cannot return it.
- Review court lines for 1v1 and 2v2
 - Singles (1 vs 1) = Long and narrow court
 - Doubles (2 vs. 2) = Short and wide for the serve, full width during play
- Review a badminton serve
 - Starting Position → Stand behind the service line, Feet shoulder-width apart, & Racquet foot slightly back.
 - Hold the Shuttle → Hold the shuttle by the feathers in front of your body.
 - Underhand Swing → Swing the racquet low to high & Contact the shuttle below your waist.
 - Aim → Try to place the shuttle deep in the opponent's service box.
 - Follow Through → Let the racquet continue forward naturally after contact

Time	Activity	Teacher Description	Modifications/Safety Considerations:	Cues/Questions:
5 min	Warm-up Serving with a partner	Setup - Students work in pairs on a badminton court. - Partners stand on opposite sides of the net in the service areas. - Each pair has one shuttlecock. - One partner begins serving while the other partner receives and returns the shuttle	Modifications - Move partners closer to the net for beginners. - Allow students to serve from anywhere behind the service line Safety - Ensure students maintain safe spacing between pairs. - Remind students to look around before swinging their racket	Cues → "Sideways stance." → "Step and swing underhand." → "Contact below the waist." → "Aim for the service box." → "Follow through toward your target."
15 min	Lead Up Game Badminton Battleship youtu.be	Setup - Divide each badminton court into target zones using cones. - Split the class into two teams per court (2–4 players per team depending on class size). - Each team stands on their side of the court. - Set up ships using cone or hula hoops. How to Play - One team serves the shuttlecock to try and aim at the ship. - If the shuttlecock lands in a zone, that team scores a point or "hits a ship." - The next person will then sub in to try and hit the next ship. Both sides will be going at the same time alternating shoots. (Teams can rotate in all players so everyone participates.) - Play continues for a set time or until a team sinks all ships. 	Modifications: - Use larger target zones to make scoring easier. - Play using half courts to reduce movement demands. - Require underhand serves only Safety: - Maintain safe spacing between players and courts. - Look before swinging to avoid hitting a partner or nearby players. - Encourage controlled swings instead of full-force hits. - Remind students to stop playing if a shuttle from another court enters their area.	Cues: → "Control before power." → "Follow through toward the target." Teacher Questions: - Why is control & accuracy more important than power in this game?

17 min	Formal Game Badminton Kings Court	Setup - Use all 5 badminton courts and label the courts from Court 1 (lowest) to King's Court (highest). - Students play doubles (have subs depending on class size) - Each court begins with a game at the same time. How to Play - Students play a short game (2-3 minute rally period). - When the round ends: - Winners move up one court. - Losers move down one court. - Players on King's Court try to keep their spot by winning. - New rounds start quickly so students get many opportunities to play different opponents. - Continue rotating for several rounds.	Modifications: - Play doubles instead of singles to increase participation and teamwork. Safety: - Maintain spatial awareness to avoid running into other players or courts. - Always look before swinging to ensure no one is too close. - Use controlled swings, not wild or full-force hits. - Ensure nets and poles are secure and players avoid contact with them.	Cues: → "Move your feet first" – get behind the shuttle before swinging. → "Soft hands for control" – focus on placement instead of power Teacher Questions: - How can you work with your partner to cover the court in doubles? - What strategy could help you win a rally during the game? - How can you best communicate with your partner?
Conclusion & Debrief				
Wrap-up Discussion (3 min) → Students return equipment then prompt them to have a seat for a wrap-up chat. Guiding questions: - What helped you be more successful when serving today? - In the Badminton Battleship, why was accuracy more important than power? - What strategies helped you and your partner succeed in King's Court? - How did communication help during doubles play? Reinforce the key learning points: - Successful badminton play requires control, accuracy, and movement, not just power. - Positioning and communication are important when playing doubles. - Practicing serves and aiming for targets helps develop consistency and accuracy - Send student to change at the end of class (5 min)				

Reflection Notes:

What could be different next time?

Lesson success & strengths?

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?