

PHYSICAL EDUCATION LESSON PLAN

Subject	Physical Education	Unit	Badminton	Date	April 10th , 2026
Grade	9	Lesson #	4	Duration	53 minutes
Developed by	Samantha Lazaruik			Room	Large Gymnasium

<u>General Outcomes:</u>	<u>Specific Outcomes:</u>
A - Activity (Basic Skills → Manipulative eg: Stricking) 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
<u>Student Learning Outcomes:</u>	<u>Assessment Strategies</u>
★ Students will improve accuracy when sending the shuttle over the net into open space. ★ Students will demonstrate the ability to sustain rallies and participate effectively in gameplay. ★ Students will demonstrate cooperation and shared responsibility during doubles play.	• Questioning During Play: Ask students quick questions while circulating: ◦ “Who covers the front and back in your team right now?” • Observation Checklist: observes students during the warm-up and games for: ◦ Demonstrates controlled hits and proper striking form when sending/receiving the shuttle
<u>Lesson Equipment/Resources:</u>	<u>Personalization/Differentiation</u>
☐ Badminton nets/poles (5 courts set up → large gym) ☐ Badminton rackets for everyone ☐ Birdies ☐ Pencil	• Support (easier) ◦ Allow multiple practice serves before starting a rally. ◦ Distance can be shortened for serve ◦ Larger racket or small length racket ◦ Scale birdie size up • Extension (challenge) ◦ Require cross-court serving rules. ◦ Encourage use of drop shots, clears, and strategic placement <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 (2 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 shuttle 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

Time	Activity	Teacher Description	Modifications/Safety Considerations:	Cues/ Questions:
15 min	Warm-up Keepers of the Court https://youtu.be/KeepersoftheCourt	Setup • Each court has: • 1 Keeper (player on court) • 1 Challenger (player on court) • A line of students waiting to rotate in • Games are played 1 vs 1 (singles). • Each game is played to 3 points (short games for more participation). How the Game Works - Two players start on the court: • One is the Keeper • One is the Challenger - They play a game to 3 points. - After the game: • If the Keeper wins: ○ They stay on the court ○ Earn 1 win ○ Next player in line becomes the new Challenger • If the Challenger wins: ○ They become the new Keeper ○ The old Keeper goes to the back of the line or switches courts Earning a Crown: • Keeper who wins 3 games in a row earns a crown • They: ○ Leave the court ○ Record their crown on the board ○ Return to the end of any line - When a court becomes empty: • The next two players in line play rock-paper-scissors • Winner starts as Keeper - Players may switch courts anytime to find the right challenge level.	Modifications: Beginner: • Allow serve from closer distance • Use larger or slower shuttle Intermediate: • Standard rules but allow second serve attempt • Encourage specific shots (e.g., clear or drop) Advanced: • Must use specific shots (drop shot, smash, clear) • Add movement challenge (must return to base position each shot) • Increase game to 5 points Safety: • Maintain safe spacing between courts • Ensure students are aware of boundaries and neighboring courts • Use proper racquet control (no swinging when others are close) • Encourage calling the shuttle ("mine") to avoid collisions Wear appropriate indoor shoes for grip	Cues: • "Quick steps, recover to the middle" • "Soft hands for drop shots, power for clears" • "Aim for open space" • "Watch your opponent—move them, don't just hit"
23 min	Formal Game 2v2 Round Robin Badminton	Setup • Divide students into teams of two. • Each pair is assigned to a badminton court. • Teams will rotate courts after each round to play new opponents. • Each game lasts 4–5 minutes How the Game Works - Teams of two players compete against another team of two.	Modifications: • Require traditional badminton scoring rules. • Limit high clears only to encourage strategy Safety: • Students must be aware of racket space before swinging.	Cues: • Step forward and swing underhand • Stay on your toes

		- The game begins with an underhand serve from behind the service line. - The shuttle must travel over the net and land inside the boundaries. - Teams alternate hitting the shuttle until one side makes an error. - After each rally: - The team that wins the rally earns a point. - That team serves the next rally. - When time or score limit is reached, teams rotate to a new court and play a new pair.	- Maintain distance from other courts to avoid collisions. - Keep rackets below shoulder height near other players. - Students should watch for shuttles from nearby courts. - Ensure nets and poles are stable and secure	
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Conclusion & Debrief

Wrap-up Discussion (3 min)

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

Guiding questions:

- Where were you aiming when you sent the shuttle? Why? **Or** How did you adjust your shot when your opponent was out of position?
- Which shots (clear, drop, smash) were most effective for you today? Why?
- What is the difference between singles and doubles court positioning? **Or** How did you and your partner decide who covers the front and back?
- What communication helped your team be more successful?

Reinforce the key learning points:

- Accuracy improves when you aim for open space, not just hit the shuttle back
- In doubles, positioning matters:
 - ◆ Front/back or side-to-side coverage depending on the situation
- Smart play means moving your opponent, not just reacting to them
- Strong teams communicate clearly (e.g., calling “mine”)

- Send student to change (5 min)

Reflection Notes:

Positives (What worked well?):

Think of Change for next time?