LIVERPOOL JOHN MOORES UNIVERSITY

**PGCE Secondary**

**Student Teacher Lesson Plan**

**2026/27**

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| **Student Teacher** | | **Observer** | |
| **Topic / Unit** | Badminton | **Date** | 15/10/26 |
| **Class / Key Stage** | Yr 8 | **Room** | Sports Hall |

**My related targets this week are:**

Ensure I use a countdown consistency to signal for pupils' attention before beginning teacher talk.

Increase the use of open-ended questions to develop pupils' deeper thinking, and use follow-up questioning to encourage pupils to justify and extend their responses, developing their oracy skills.

**After discussions about my progress, I have identified the following focus for my observer:**

Use open-ended questions to develop pupils' deeper thinking about the tactics and strategies associated with the smash shot. Ensure your questioning encourages pupils to justify and extend their responses, developing their oracy skills.

**What do I want the students to learn? What are the objectives of this lesson?**

Explain when and why to use the overhead smash strategically.

Apply the overhead smash in practices and games to pressure opponents.

Work with a partner to discuss how the overhead smash can be used effectively in doubles.

**What is this lesson building on, and building towards?**

Last lesson we explored the high serve, and we will be progressing on to the overhead clear.

**What might the pupils find difficult, or what misconceptions might they already have?**

Being front-on to the net instead of turning sideways
Not hitting downwards.
Not following through across the body.
Focus on power over placement

**What key / new terminology am I introducing?**

Prepare, contact, follow through.
Mid-court, rear-court, fore-court
Attacking shot
Trajectory

**What resources do I need?**

Badminton rackets, shuttlecocks, flat discs and cones

**What health and safety considerations do I need to make?**

Check the sports hall, nets and posts prior to use.

## Lesson Parts

| **How will the pupils enter the classroom?** | |
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| Who is doing what? | What adaptations are needed? |
| I will follow the PE department policy.<br>Pupils will line up outside.<br>Pupils who have forgotten their kit will report to the PE office.<br>All other pupils will get changed and wait for the register to begin. | Ethan Williams will need to get changed in a separate area to support his individual needs. |

| **Part 1- Retrieval Q and A** | | |
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| Who is doing what? | What adaptations are needed? | How do I check understanding? |
| Use 321 countdown before commencing teacher talk.<br><br>I will ask pupils three retrieval questions about the underhand high serve from the previous lesson. I will use targeted cold calling and think pair share | Use targeted questioning based on pupil ability to support recall and challenge higher-attaining pupils. Provide additional prompts or explanations for pupils who need further support. | I will check pupils' verbal responses and use follow-up questions to assess their understanding and encourage pupils to explain their answers. |
| **How will I transition to the next phase?** | | |
| Organise pupils into teams of 3 | | |

| **Part 2- Activation (clear your hard) (5mins)** | | |
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| Who is doing what? | What adaptations are needed? | How do I check understanding? |
| • 3 pupils per court<br>• 1 minute to clear shuttlecocks to opponent's side<br>• Overhead throw only<br>• Throw one shuttlecock at a time<br>• 3 seconds to throw after picking up<br>• Cannot move once shuttlecock is picked up<br>• Count shuttlecocks at the end<br>• Play 3 games<br>**Teaching points:**<br>• Side-on body position<br>• Aim for space<br>• Introduce:<br>  ○ Forecourt<br>  ○ Midcourt<br>  ○ Rear court | The winning team starts with more shuttlecocks in their area. | Observe technique during activity<br>Stop and check key terms (forecourt, midcourt, rear court) through a command style approach. |
| **How will I transition to the next phase?** | | |
| Pupils asked to return in to myself using a 3,2,1 countdown. | | |

| **Part 3- main activity** | | |
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| Who is doing what? | What adaptations are needed? | How do I check understanding? |
| Use 321 countdown before commencing teacher talk.<br><br>**Teacher modelling:**<br>• Model smash with a pupil<br>• Highlight key teaching points:<br>**Prepare**<br>• Correct grip<br>• Move feet underneath shuttle<br>• Side-on position<br>• Arm at 90°<br>**Contact**<br>• Strike at highest point<br>• Contact slightly in front of body<br>• Tighten grip on contact<br>**Follow through**<br>• Down and across body<br><br>**Activity:**<br>• Pairs on court<br>• One pupil high serves<br>• One pupil performs smash<br>• Rotate roles<br>• Progress on to pupils making their own target area for the overhead smash using cones or flat discs. | **Make more difficult:**<br>• Smaller target area<br>• Add pressure (individual challenge for pupils)<br><br>**Make easier:**<br>• Larger target area<br>• Use smaller rackets<br>• Use a balloon instead of a shuttlecock | • Question pupils during the interim plenary:<br>o Where should you contact the shuttle?<br>o Why is a side-on position important?<br>o Where should you aim your smash and why?<br><br>• Observe technique during practice |
| **How will I transition to the next phase?** | | |
| Pupils asked to return in to myself using a 3,2,1 countdown. | | |

| **Part 4- Game** | | |
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| Who is doing what? | What adaptations are needed? | How do I check understanding? |

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| • Recap doubles rules (teacher explanation + Q&A)<br>All games start with:<br>○ High serve<br>○ Overhead smash opportunity<br>• Doubles games<br>• First to 3 points wins<br>• Winners stay on<br><br>• Half-way through, teams have 2 minutes for a team talk in which they discuss the following question:<br>○ How are you using the overhead smash shot effectively and how could this be improved? | | Observation of technique and tactical and strategic use of the overhead smash in games. |
| **How will I transition to the next phase?** | | |
| Pupils will be lined up and walked back to the changing rooms. | | |

| **Part 4- Plenary** | | |
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| Who is doing what? | What adaptations are needed? | How do I check understanding? |

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| • Questioning using target cold calling and think pair share.<br><br>○ How does a side-on body position help create a more powerful smash?<br>○ How does your follow-through affect the outcome of your smash?<br>○ Why is power not the only important factor when performing a smash?<br>○ How can you use the smash tactically to create pressure on your opponent?<br>○ Where should you aim your smash and why?<br>○ When might a smash not be the best shot choice in a game?<br>○ | Questioning will be appropriately targeted in terms of difficulty. | Targeted questions will help identify which areas have been understood, which pupils have developed their knowledge, and who may need further support or revisit key concepts. |
| **How will I transition to the next phase?** | | |
| Pupils will be lined up and walked back to the changing rooms. | | |

| **How will the pupils leave the classroom?** | |
|---|---|
| Who is doing what? | What adaptations are needed? |
| Make sure all equipment is collected in and do this by allocating specific jobs to pupils. | NA |

## Reflections

| **What feedback did you receive / reflections do you have on this lesson?** |
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| **What discussion points / questions will you take to your next mentor meeting?** |
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