

PE 352

Badminton Unit Plan

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Philosophical Statement

We believe that Physical Education should provide the opportunity for students to obtain knowledge and gain experience in how to maintain an active lifestyle. We want students to learn in a fun and educational environment while increasing their cooperation skills and self-confidence. By teaching kids badminton in progressions using a variety of different teaching styles, we hope to create an environment where everybody can participate and be creative while learning. This environment will help to create positive personal and social behaviors through active involvement in physical activity. Students will develop respect for self and others as they learn and practice the skills of communication and co – operation. Our unit will incorporate a variety of warm up activities, drills emphasizing fundamental skills, and games which will encourage students to make badminton part of their active lifestyle.

Entry and Exit Outcomes

Most students participating in the grade 8 girl's badminton class will have had very little experience with the game of badminton. They know the basic movements of the game and can maintain a rally but don not understand the mechanics involved in specific skills, details and strategies of court positioning. They have limited knowledge in the rules but are able to keep track of their own score. For the exit outcomes the overall aim of this ten – lesson unit plan in badminton is to have students perform a variety of skills needed in order to be successful in the game of badminton as well as understand various rules and

strategies. At the end of the ten lessons, the students should be able to demonstrate: the ready position, different grips (forehand & backhand), forehand drive, backhand drive, overhead clear, short and long serves, net shots, and proper movement.

Unit Learning Objectives

The learning objectives for the three learning domains are:

Psychomotor

1. The Student Will Be Able To hit 3 out of 5 forehand drives over the net with proper form
2. TSWBAT hit 3 out of 5 backhand drives over the net with proper form
3. TSWBAT perform an overhead clear into deep portion of opponent's court 6 out of 10 times with proper technique
4. TSWBAT serve short into the opponent's service court 6 out of 10 times with good technique
5. TSWBAT serve long into the opponents service court 6 out of 10 times with good technique
6. TSWBAT hit 3 out of 5 forehand and backhand net shots over the net with proper form

Affective

1. TSWBAT adhere to all safety rules in drill and when playing singles games.
2. TSWBAT demonstrate sportsmanship and proper badminton etiquette during drill and games
3. TSWBAT participate and display a positive attitude during all lessons

4. TSWBAT work constructively and corrective feedback to partner for learning correct techniques
5. TSWBAT offer encouraging and corrective feedback to partner for learning correct techniques

Cognitive

1. TSWBAT develop strategies and tactics that would be useful during the game of badminton
2. TSWBAT understand and apply the rules of the game by outlining the rules on a written test
3. TSWBAT show their knowledge of safety, tactics and skill technique by completing a quiz

Unit Plan Sequence of Events

1. Safety, Court set – up, Ready position
2. Forehand grip, Forehand drive, Overhead clear
3. Backhand grip, Backhand drive
4. Assessment of skills: Forehand and Backhand drives, Overhead clear
5. Forehand and Backhand net shots
6. Serves: Long and short
7. Overhead smash

-task cards for practicing all of their new skills

8. Assessment of skills: Net shots and Serves

9. Singles tournament

<p>How does one prevent the set up to score in single's play?</p>	<ul style="list-style-type: none"> - Follow through <p>Using a soft touch, hit the shuttle low and short to offset opponent</p> <ul style="list-style-type: none"> - Lunge with racquet leg - Racquet face parallel to floor <p>When given a high and deep serve or overhead clear, return shuttle high and deep to push opponent to back court</p>	<p>Net shot</p> <p>Overhead clear Underarm clear (long serve)</p>
<p>→ How does one prevent being scored on in single's play?</p>	<p>When given a forehand or backhand drive, return shuttle fast and straight to offset opponent or.....</p> <p>Using a soft touch, return shuttle low and short to offset opponent</p> <p>When given a net shot, return shuttle high and deep to offset opponent or.....</p> <p>Using a soft touch, return shuttle low and short to offset opponent</p> <p>Reduce return options of opponent by serving low and short</p> <ul style="list-style-type: none"> - Side stance - Racquet head below hand - Cock wrist - Hold shuttle at waist - Shift weight forward - Release and contact shuttle at thigh height - Rotate hips and shoulders - Push or guide shuttle 	<p>Forehand drive Backhand drive</p> <p>Net shot</p> <p>Underarm clear (long serve)</p> <p>Net shot</p> <p>Short serve</p>

Modifications

Adaptive Physical Education is the process of individualizing and adapting a fitness program to each student's needs and interests. The classes provide opportunities for all students to learn and practice specific exercises and techniques that will allow them to improve their level of health, mobility, independence, and quality of life. Incorporated into all classes are enjoyable, positive experiences to enhance self-image and social interaction.

Students with ADD need to have special considerations taken in order for them to have a productive and enjoyable class. It is important to encourage other students to help and guide those with disability. Even a “buddy” can be assigned to help and encourage the kids with disabilities. A child in a wheel chair can participate in all of the activities, including partner work and game play in badminton. The movement will be different, but there is no need to isolate him or her, or make drastic changes. The most important thing is making them feel wanted and welcome in the class at all times!

Warm-up Activities

a) Cranes and Crows

Set up 2 pylons 20 meters apart. Divide the class into partners. Each pair distinguishes who is the crane and who is the crow. In the middle of the pylons form 2 parallel lines, 1 of cranes and 1 of crows. Partners face each other. Teacher yells either “cranes” or “crows”. If cranes are called the crows attempt to tag the cranes before the cranes attempt to reach their respective pylon and vice versa. Gradually increase intensity. Have students that are called walk backwards and those that are not walk forwards. Emphasize explosive push-off. Have students progress to side step.

b) Ready Position Pylon

Each student collects a pylon which is placed within an area in the gym. All students proceed from pylon to pylon demonstrating the badminton ready position at each pylon. After a period of time take away a certain number of pylons. When the teacher yells “and stop”, those students who are not demonstrating the badminton ready position at a pylon are deducted a point. The object is to get as few points as possible. Gradually increase intensity (walk/jog/run).

c) Throw and Catch or Hit

Divide the class into partners. Have 1 student from each pair collect a shuttlecock and have the other student choose a single's quadrant. Each pair devises their own method of scoring. Have students throw and catch or hit (using the palm of their hands) the shuttlecock back and forth amongst each other over the net. Each pair can modify their game to create equal opportunity. For instance, a stronger partner may be forced to increase his/her quadrant boundaries.

d) Rally

Divide the class into partners. Have 1 student from each pair collect a shuttlecock and 2 racquets and have the other student choose a single's quadrant. Have students distinguish who is the "server" and who is the "receiver". Have the "server" and the "receiver" hit the shuttlecock back and forth amongst each other as many consecutive times as possible. If the shuttlecock lands on the floor have the "server" and the "receiver" switch roles and start over.

e) Knee Touch

Divide the class into partners. Each pair finds a space within the gym. Each student attempts to touch either of their partner's knees while protecting their own. Quick and low movements are recommended for success. A point is awarded for each touch of the knee. Can play to a time limit or to a certain score. Each pair can modify their game to create equal opportunity. For instance, a stronger partner may be forced to play with his/her less dominant hand.

f) Bean Bag Placement

Divide the class into partners. Have 1 student from each pair collect 3 bean bags and have the other student choose a single's quadrant (one side only). The bean bags are placed in each corner of the service line and in the center of the single's quadrant. Each pair labels the bean bags 1 to 3 and distinguishes who is the "caller" and who is the "doer". Each pair positions themselves on the baseline. The "caller" calls out a "1", "2" or "3" and the "doer" proceeds to the respective bean bag and brings it back to the baseline. If the same number is called again the bean bag is brought back to its original position. The "caller" continues calling while the "doer" moves back and forth accordingly. Gradually increase intensity (walk/jog/run). Have students switch roles.

g) Bean Bag Shadow Lunge

Divide the class into partners. Have 1 student from each pair collect 3 bean bags and have the other student choose a single's quadrant (one side only). The bean bags are placed in the center of the single's quadrant. Each pair distinguishes who is the "shadower" and who is the "lunger". Each pair positions themselves behind the bean bags. The "lunger" picks-up one bean bag and "lunge's" it to a corner of the service line and then picks-up a second bean and "lunge's" it to the other corner. The "shadower" picks-up the bean bags from each corner of the service line and places them back in the center of the single's quadrant. Gradually increase intensity (walk/jog/run). Have students switch roles.

h) Mini Bounce Tennis

Divide the class into partners. Have 1 student from each pair collect a tennis ball and have the other student collect 2 pylons. Each pair determines their boundaries by placing each pylon in their respective positions. The ball is bounced on the thrower's side and then caught by the catcher. A point is awarded if the catcher drops the ball. Gradually decrease the height and increase the rate at which the ball is thrown while attempting to

offset the catcher. Each pair can modify their game to create equal opportunity. For instance, a stronger partner may be forced to play with his/her less dominant hand.

i) Toilet Tag

Give each student a number between 1 and 4. Send “1’s” and “2’s” to a designated area and “3’s” and “4’s” to another. Teacher yells either a “1” or “2” and a “3” or “4”. The numbers called are the “its”. When a student is tagged he/she goes down on 1 knee and places his/her arm out. In order to free an individual a student must sit on his/her tagged teammate’s knee and “flush the toilet” by pulling his/her arm down. The student is “untagable” while sitting on a teammate’s knee. Gradually increase intensity (walk/jog/run). Switch roles often.

j) Tops-up/Tops-down

Number each student 1 or 2. Each student collects a pylon which is placed within an area in the gym. “1’s” are tops-up and “2’s” are tops-down. Tops-up place their pylon tops up and tops-down place their pylon tops down. Tops-up proceed from pylon to pylon flipping tops up and tops-down perform the opposite. When the teacher yells “and stop”, the warm-up is stopped and the pylons are counted. The team with the most pylons flipped in their respective position wins. Gradually increase intensity (walk/jog/run).

k) Aerobic Card Circuit

Set up 4 stations in 4 separate areas. Each station represents a different activity such as brief sprints, skipping, push-ups and sit-ups. Each activity contains different entry levels, thus the student is responsible for choosing a level which is suitable for his/her ability. In the center of the stations place a full deck of playing cards face down. Each face corresponds to each station. Students choose a card and proceed to the respective station. The card number determines the number of repetitions to be performed by the student. When finished, the student returns to the center and chooses a new card and repeats.

l) Alphabet Aerobics

Proceed to the following link to view this warm-up activity.....

<http://www.educ.uvic.ca/Faculty/thopper/352warmups/fit&conwu/Marcy.pdf>

Drill Activities

a) Ready Position

With a partner, students practice the ready position (racquet arm high, knees bent, balls of feet). Have 1 student from each pair collect a shuttlecock and have the other student choose respective quadrants within the gym. Have students observe their partner’s ready position and make corrections if required. Have students throw and catch the shuttlecock back and forth amongst each other. Have students return to the center of their respective quadrant after each throw demonstrating the ready position. Have students progress to a game. Each time a student drops the shuttlecock a point is awarded to the other student. Emphasize movement cues (explosive push-off, front and back, side step). Emphasize defensive and offensive cues (recovery/anticipation, fakes/quick throw). After 3 minutes of play students find a new partner who has a similar amount of points and repeat.

b) Overhead Clear

With a partner, students practice the overhead clear (high elbow, scratch back, point to ceiling, rotate trunk, follow through). Have 1 student from each pair collect a shuttlecock and have the other student choose respective quadrants within the gym. Have students hit the shuttlecock back and forth amongst each other as many consecutive times as possible (consistency) using the palm of their hands. If the shuttlecock lands on the floor have the students start over. Those students who cannot hold a rally can catch the shuttlecock and then toss it to themselves to perform the overhead clear. Emphasize placement cues (hit shuttle high and deep). Have students progress to a game. Each time the shuttlecock lands on the floor a point is awarded to that student who is positioned on the opposite side of where the shuttlecock landed. After 3 minutes of play students find a new partner who has a similar amount of points and repeat.

c) Long Serve

With a partner, students practice the long serve (side stance, racquet head below hand, cock wrist, hold shuttle at waist, shift weight forward, snap wrist, follow through). Have 1 student from each pair collect 5 shuttlecocks and 2 racquets and have the other student choose a single's quadrant. Have students distinguish who is the "server" and who is the "coach". The "server" attempts to serve as close as possible to the baseline while the "coach" observes the "server's" long serve and makes corrections if required (criteria sheet). Emphasize timing cues (release and contact shuttle at knee height). Emphasize placement cues (hit shuttle high and deep). After 10 serves have students switch roles. Have students progress to a game. Points are awarded for each serve that falls within a specified range. Each pair devises their own method of scoring. Emphasize consistency cues (land shuttle at same spot). Once each student can serve as far back as possible while landing the shuttlecock in the same spot on a consistent basis, the "coach" can become a "receiver" by returning the shuttlecock using the overhead clear. Have the "server" and the "receiver" hit the shuttlecock back and forth amongst each other as many consecutive times as possible. If the shuttlecock lands on the floor have the "server" and the "receiver" switch roles and start over.

d) Grips

Forehand

Demonstrate the forehand grip (V, index finger high, palm up). Have students hit the shuttlecock up to themselves as many consecutive times as possible. If the shuttlecock lands on the floor have the students start over.

Backhand

Demonstrate the backhand grip (thumb on top, racquet face to floor, palm down). Have students hit the shuttlecock up to themselves as many consecutive times as possible. If the shuttlecock lands on the floor have the students start over.

e) Drives

Forehand

With a partner, students practice the forehand drive (index finger high, step and snap, follow through). Have 1 student from each pair collect 5 shuttlecocks and 2 racquets and have the other student choose a single's quadrant. Have students distinguish who is the "feeder" and who is the "receiver". If the "receiver" is right handed have the "feeder" position himself slightly to the left of the "receiver". The "feeder" tosses the shuttlecock to the "receiver" who returns using the forehand drive. Emphasize force and placement cues (hit shuttle fast and straight). After 10 drives have students switch roles. Have students progress to a game. Have students hit the shuttlecock back and forth amongst each other as many consecutive times as possible using the forehand drive. If the shuttlecock lands on the floor have the students start over. Once successful each pair can increase difficulty by increasing the distance from each other.

Backhand

With a partner, students practice the backhand drive (thumb on top, cross step and snap, follow through). Have 1 student from each pair collect 5 shuttlecocks and 2 racquets and have the other student choose a single's quadrant. Have students distinguish who is the "feeder" and who is the "receiver". If the "receiver" is left handed have the "feeder" position himself slightly to the right of the "receiver". The "feeder" tosses the shuttlecock to the "receiver" who returns using the backhand drive. Emphasize force and placement cues (hit shuttle fast and straight). After 10 drives have students switch roles. Have students progress to a game. Have students hit the shuttlecock back and forth amongst each other as many consecutive times as possible using the backhand and forehand drives. If the shuttlecock lands on the floor have the students start over. Once successful each pair can increase difficulty by increasing the distance from each other.

f) Net Shot

With a partner, students practice the net shot (lunge with racquet leg, racquet face parallel to floor). Have 1 student from each pair collect 5 shuttlecocks and 2 racquets and have the other student choose a single's quadrant. Have students distinguish who is the "feeder" and who is the "receiver". The "feeder" tosses the shuttlecock to the "receiver" who returns using the forehand net shot. Emphasize force and placement cues (soft touch, hit shuttle low and short). After 10 net shots have students switch roles. Have students attempt to better their previous amount of net shots made. Have students progress to the backhand net shot (repeat above). Once successful each student can increase difficulty by moving further back from the service line to start their approach.

Have students pair up with the students beside them to form a group of 4. Have students distinguish who are the "feeders", "receiver" and the "coach". The "feeders" position themselves on each corner of the single's service line, the "receiver" in the center and the "coach" slightly behind the "receiver". The "feeders" each toss a shuttlecock at their respective times to the "receiver" who returns using a forehand or backhand net shot. The "coach" shadows the "receiver" and makes corrections if required. After 10 net shots have students switch roles. Have students progress to a game (repeat above). Which

group of 4 can successfully make 50 net shots while alternating roles every fifth net shot attempt?

g) Short Serve

With a partner, students practice the short serve (side stance, racquet head below hand, cock wrist, hold shuttle at waist, shift weight forward, rotate hips and shoulders, push or guide shuttle). Have 1 student from each pair collect 5 shuttlecocks and 2 racquets and have the other student choose a single's quadrant. Have students distinguish who is the "server" and who is the "coach". The "server" attempts to serve as close as possible to the service line while the "coach" observes the "server's" short serve and makes corrections if required (criteria sheet). Emphasize timing cues (release and contact shuttle at thigh height). Emphasize placement cues (hit shuttle low and short). After 10 serves have students switch roles. Have students progress to a game. Points are awarded for each serve that falls within a specified range. Each pair devises their own method of scoring. Emphasize consistency cues (land shuttle at same spot). Once each student can serve as short as possible while landing the shuttlecock in the same spot on a consistent basis, the "coach" can become a "receiver" by returning the shuttlecock using a drive or a net shot. Have the "server" and the "receiver" hit the shuttlecock back and forth amongst each other as many consecutive times as possible. If the shuttlecock lands on the floor have the "server" and the "receiver" switch roles and start over.

h) Movement

Divide the class into partners. Have 1 student from each pair collect 5 shuttlecocks and 2 racquets and have the other student choose a single's quadrant. Have students distinguish who is the "feeder" and who is the "receiver". The "feeder" serves either long or short, hits 2 shuttlecocks high in the center of the court, and tosses 2 shuttlecocks short while the "receiver" attempts to use the appropriate shot to return (overhead clear, drive, net shot). Emphasize ready position cues (racquet arm high, knees bent, balls of feet). Emphasize movement cues (explosive push-off, front and back, side step). After 10 returns have students switch roles. Have students progress to a single's game. After 5 minutes of play the student with the most points moves up while the other student moves down (King/Queen of the court).

Games

Saskabush

In groups of three, two players much rally until one of them gets three points while the other student sits off and gives corrective feedback. The student who is sitting off will rotate in for the loser of the game and the loser will become the new feedback giver. The student who has played the most games is the king or queen of the court. Modifications for this game would be to go from a small dimension court to a larger dimension one. Students can also change the game by using different shots and can make it harder by hitting it to themselves before returning it to their opponent. (Reciprocal Style / Practice Style)

Climbing Up in Numbers

Partners are considered a team who must do a specific amount of rallies in the shortest amount of time. Each group of two has half of a badminton court and the sequence of rallies goes from 6,8,10,6,8,10, to long rally court. Each team is responsible for making the specified amount of shots before the team in front of them; they are able to move up the courts. Successful teams move up while others move down. Once they have reached the second #10 rally court they must successfully win two consecutive rallies to move up to the long rally court. The two people on the long rally court are attempting to make as many shots in a row as possible. (Practice Style)

*This game can be modified to include all of the shots such as backhand / forehand drives and overhead clears.

King/Queen of the Court: Singles

Four players to a court for 2 vs. 2 half court singles games. The goal of the game is to get away from the first court "Prince George" and make it to the end court "California." Can either play to 5 or play with a time limit of 5 minutes. Students are responsible for keeping their own score and at the end of each game, winners move up towards "California" and those with a lesser score either stay in their position or move down one slot towards "Prince George." (Practice Style)

Varied Half – Court Singles Shots

Partners play against each other in half a badminton court. Start play with a serve and obtaining various points by performing correct skills within a game context. For example, if working on net shots in skill development portion of class, then award one point for a correct placement of a net shot and 2 points for executing a net shot that drops on opponent's floor. In this context, it allows for an increased chance of having various winners. Can modify court size, objects (could replace shuttle with bean bag or ball), and could incorporate a third by using them as a judge for accumulation of points. Good for focusing on certain shots learned earlier. (Practice style/reciprocal style)

Singles Ladder Play

A ladder singles tournament will be prepared by the teacher allowing students to challenge opponents who are at their skill level or attempt to improve by challenging someone who is more skilled. The students are shown a draw for the tournament that is happening next class which consists of all their names on cards. A large piece of paper has clips on it to hold each student's cards with their names on it. The clips form a pyramid and the students place their card on relative to what they think their skill level is. Depending on the location the student can challenge someone who is on the same level or someone who is above them. Students are not allowed to challenge players below them. The winner is the one who has been at the top of the pyramid the longest. (Inclusion Style / Practice Style)

Teaching Styles

Command Style - A

The purpose of this style is to learn a skill by following directions from the instructor. It is based on “precision performance – reproducing a predicted response or performance on cue” (Mosston & Ashworth, 2002). Used when skills are to be learned in a quick manner where variations are minimal. All decisions are made by the teacher in regards to content, and little individual feedback is given. We will use this style to teach certain points such as the forehand and backhand grips but it will not be the main focus in our lessons.

Practice Style – B

The purpose of this style is allowing student’s time to have individual or partner “private” practice of a task while providing the learner with feedback. Feedback can come from either the teacher or peer partner. The teacher’s role is to make decisions about the content involved while the students make the nine decisions which are characteristic of the “practice style.” The learner’s decisions are based on:

- 1.) Location
- 2.) Order of tasks
- 3.) Starting time per task
- 4.) Pace and rhythm
- 5.) Stopping time per task
- 6.) Interval
- 7.) Initiating questions for clarification
- 8.) Attire and appearance
- 9.) Posture

This style will be used when students learn new skills in badminton such as in serves, net shots, forehand, backhand, overhead clear, and smash shots.

Reciprocal Style – C

This style is used when working in partners. The aspects which define reciprocal teaching are social interaction, reciprocation and giving feedback (Mosston & Ashworkth, 2002). The teacher makes all the decisions about subject content while providing feedback to the partner who is observing. The emphasis is on providing positive, constructive feedback to enhance partner’s understanding of the skill and level of performance. This style will be used in a variety of our activities such as reinforcing cues when learning the position.

The Self – Check Style – D

The object of this teaching style is to provide students with the opportunity to gain independence in performing a task/activity. Self assessments is presented therefore

honesty about one's results is essential to obtain knowledge on present skill level. The teacher's role is to make all subject content and provide students with criteria which to check their progress. An example of where the block plan may use this technique is in the skills of both forehand and backhand grips. Individuals use cues to check skill technique.

Inclusion Style – E

The inclusions style allows all students to participate in the same activities and produce the same skills but at varying degrees of difficulty. The teacher makes all subject content as well as providing the different choices of skill level. The student individually picks the stage and practices the skill. After mastering one stage, the student may progress to more difficult level. This style accommodates individual performance differences among students. An example found in the badminton unit may be replacing the birdie with a beanbag and catching instead of hitting the object after getting into the correct position.

Guided Discovery – F

This style is used to help students discover a concept by answering leading questions presented by the teacher. The characteristics of this style comprise of questions that lead the student to “discover a predetermined response” (Mosston & Ashworth 2002). The learner uses cues to discover an answer for each question the teacher asks, leading to the final answer. An example in badminton where guided discovery is used may be in dealing with net shots. The teacher may begin by asking:

- Q) Where should one hit the shuttle if the opponent was in the backcourt?
- A) Closer to the net
- Q) Why would you hit the shuttle there?
- A) The opponent would have to move a long distance to get to birdie.
- Q) What shot would be optimal to use?
- A) Net shot.

Managerial Routines & Organizational Strategies

1. Equipment

Equipment inventory

- count pieces of equipment (i.e. badminton racquets and birdies)
- ensure that there is a racquet for each student and a sufficient amount of birdies
- make sure equipment is ready to use (i.e. no broken racquets, or rips in nets)
- other equipment such as cones, bean bags, hula hoops

Equipment organization

- all equipment stored in appropriate place (i.e. nets properly taken down and rolled up, birdies stored together in a box, badminton posts carefully returned to their appropriate place and racquets placed carefully away)
- bins for equipment stored out of the way but accessible for use

2. Procedures

Start of class:

Line up at classroom door

Change into P.E. strip quickly & quietly

Students meet in centre of gym & sit down in circle

Selected students will help set up activity

End of class:

Have class sit down in circle in centre of gym

Selected students will help put away equip.

Change out of gym strip quickly

Return to class immediately.

3. Groupings and Transitions

Groups of 2 = partner work

Groups of 4 = drills and game play

Grouping & Transition Procedures

-teacher will indicate when transition should occur

For partner work:

Find a partner

Number yourselves 1 and 2 (person 1 and person 2 will each have a task)

For groups of 4:

Find a partner

Partners find another set of partners

4.) Classroom Rules

-Gym strip required (shirt, short, shoes)

-No gum

-no talking when someone else is speaking

-whistle blows: sit down, eyes on teacher, mouths closed and hold racquets still

-no foul language

-respect yourself and others (classmates and teacher)

-participation is essential

-have FUN!

5.) Teaching Space

Make sure the space provided is utilized efficiently

Ensure students have enough space to safely participate

Give explanations and demonstrations in a central area that is free from distractions

6.) Support Materials

Use a variety of teaching materials (videos, overheads, pictures, guest speakers, books, pamphlets)

7.) Non Participating Students

Students who are unable to be active in class will be given an observation activity

This activity can be either:

- Peer Observation and Checklist**

the student is required to watch a classmate and complete a checklist on the classmates performance (Checklist is provided by the teacher)

- Class Observation and Questionnaire**

**the student is required to observe the lesson and complete a questionnaire using information gained from their observations of the lesson.
(Questionnaire is provided by teacher)**

BLOCK PLAN

Grade Level: 8

Activity: Badminton

Lessons 1 – 5	Review Skills	New Skills/Concepts	Major Teaching Points	Organization of Lesson/Teaching Styles
ONE		Safety		Brief safety overview (command)
		Movement	- Explosive push-off - Front and back - Side step	Warm-up - Cranes and Crows (command/practice/reciprocal)
		Ready position	- Racquet arm high - Knees bent - Balls of feet	Ready position demo (command)
		Movement Defense	See above - Recovery/anticipation	Drill - Ready Position (guided discovery/inclusion/practice/reciprocal)
		Offense	- Fakes/quick throw	
TWO	Ready position			Warm-up - Ready Position Pylon (practice)
		Overhead clear	- High elbow - Scratch back - Point to ceiling - Rotate trunk - Follow through - Hit shuttle high and deep	Overhead clear demo (command) Drill - Overhead Clear (guided discovery/inclusion/practice/reciprocal)
		Placement Consistency		
THREE	Overhead clear	Net set up		Net set up overview (command)

FOUR	Long serve	Racquet	<ul style="list-style-type: none"> - Head - Frame - Strings - “T” - Shaft - Handle 	<p>Warm-up</p> <ul style="list-style-type: none"> - Throw and Catch or Hit (guided discovery/ inclusion/practice/ reciprocal) <p>Brief racquet overview (command)</p>
		Long serve	<ul style="list-style-type: none"> - Side stance - Racquet head below hand - Cock wrist - Hold shuttle at waist - Shift weight forward 	<p>Drill</p> <ul style="list-style-type: none"> - Long Serve (guided discovery/ inclusion/practice/ reciprocal)
		Timing	<ul style="list-style-type: none"> - Release and contact shuttle at knee height - Snap wrist - Follow through 	
		Placement	<ul style="list-style-type: none"> - Hit shuttle high and deep 	
		Consistency	<ul style="list-style-type: none"> - Land shuttle at same spot 	
		Forehand grip	<ul style="list-style-type: none"> - V - Index finger high - Palm up 	<p>Warm-up</p> <ul style="list-style-type: none"> - Rally (practice/ reciprocal) <p>Forehand grip demo (command)</p> <p>Drill</p> <ul style="list-style-type: none"> - Grips (practice)
		Backhand grip	<ul style="list-style-type: none"> - Thumb on top - Racquet face 	<p>Backhand grip demo (command)</p>

FIVE	Forehand drive Backhand drive	Forehand drive	to floor - Palm down - Index finger high - Step and snap - Follow through	Drill - Grips (practice) Drill - Drives (inclusion/practice/reciprocal)
		Force Placement	- Hit shuttle fast and straight	
		Backhand drive	- Thumb on top - Cross step and snap - Follow through	Drill - Drives(inclusion/practice/reciprocal)
		Force Placement	- Hit shuttle fast and straight	
		Rules		Basic single's rules overview (command)
Assessment		- Overhead clear - Long serve - Forehand drive - Backhand drive	Warm-up - Knee touch (guided discovery/inclusion/reciprocal) Half court singles - Students switch partners every 5min (practice/reciprocal) Rotate from court to court testing 4 students at a time - Partners work reciprocally on skills being tested (feeder/receiver)	

BLOCK PLAN

Grade Level: 8

Activity: Badminton

Lessons 6-10	Review Skills	New Skills/Concepts	Major Teaching Points	Organization of Lesson/Teaching Styles
SIX	Rules	<p>Net shot</p> <ul style="list-style-type: none"> - Force - Placement 	<ul style="list-style-type: none"> -Lunge with racquet leg - Racquet face parallel to floor - Soft touch - Hit shuttle low and short 	<p>Warm-up</p> <ul style="list-style-type: none"> - Bean Bag Placement (reciprocal) <p>Net shot demo (command)</p> <p>Drill</p> <ul style="list-style-type: none"> - Net Shot (inclusion/practice/reciprocal)
SEVEN	Net shot	<p>Short serve</p> <ul style="list-style-type: none"> - Timing - Placement - Consistency 	<ul style="list-style-type: none"> - Side stance - Racquet head below hand - Cock wrist - Hold shuttle at waist - Shift weight forward - Release and contact shuttle at thigh height - Rotate hips and shoulders - Push or guide shuttle - Hit shuttle low and short - Land shuttle at same spot 	<p>Warm-up</p> <ul style="list-style-type: none"> - Bean Bag Shadow Lunge (practice/reciprocal) <p>Drill</p> <ul style="list-style-type: none"> - Short Serve (guided discovery/inclusion/practice/reciprocal)

EIGHT	Short serve			<p>Warm-up - Mini Bounce Tennis (guided discovery/ inclusion/ reciprocal)</p> <p>Drill - Movement (guided discovery/ inclusion/practice/ reciprocal)</p>
NINE	Movement	<p>Ready position</p> <p>Movement</p>	<p>- Racquet arm high - Knees bent - Balls of feet</p> <p>- Explosive push-off - Front and back - Side step</p>	<p>Warm-up - Toilet Tag (guided discovery/ reciprocal)</p> <p>Half court singles - Students switch partners every 5min (practice/ reciprocal)</p> <p>Rotate from court to court testing 4 students at a time - Partners work reciprocally on skills being tested (feeder/receiver)</p>
TEN		Short written quiz and tournament day		<p>Warm-up - Tops-up/Tops-down (guided discovery)</p> <p>Ladder Single's Play</p>

				(inclusion/practice)
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Assessment Procedures

Assessment of the 10 – lesson unit will involve the cognitive, affective, and psychomotor domains. The evaluation will follow the learning objectives set prior to the unit.

- A.) Cognitive 40%
- B.) Psychomotor 30%
- C.) Affective 30%

A.) Cognitive 40%

A written test including most of the material from the badminton unit will be completed on the second assessment day of the ten –lesson unit plan. Information on the test will include skill questions, safety rules and considerations, scoring, and singles, and movement strategies.

Ex.1 After hitting a shot where on the court is the safest place to return to?

- a.) ready position at back of the court
- b.) waiting position
- c.) at the front of the net with your racquet high
- d.) **ready position in the middle of the court**<<

Ex.2 what lines marks the dimensions of the court while playing singles badminton?

- a.) short and wide
- b.) short and narrow
- c.) long and wide
- d.) **long and narrow** <<

Ex.3 what is the best shot to use when your opponent is at the net?

B.) Psychomotor (30%)

Testing will be done during two –scheduled assessment day within the ten lessons.

Skills that will be tested are:

- a.) forehand drives
- b.) backhand drives
- c.) forehand net shots
- d.) backhand net shots

- e.) overhead clears
- f.) short serves into a designated area in the opponents court
- g.) long serves into a designated area in the opponents court
- h.) A mark will also be given for improvement

* Each skill executed will be given a mark out of 10

C.) Affective (30%)

At the end of each class the teacher will give students a mark based on their attendance, participation and attitude. The following marking scale will be used:

Scale from 0 to 4

- 0 – absent from class
- 1 – Attended class without strip
- 2 – Attended class with partial strip
- 3 – Had strip, on task, good effort
- 4 – Had strip, extremely good effort, demonstrates leadership

This marking scheme will be explained to the students at the beginning of class. Emphasis will be put on attendance and effort. Students who may not have the best skill level will still be able to get a good mark if they participate and show effort. These marks will be totaled and calculated into percentage of the final grade.

LESSON PLAN

UNIT Badminton

**GRADE 8
LESSON# 1**

THEME Equip Set, Ready Position, Safety
bean bags and shuttle

EQUIPMENT nets, rackets,

LEARNING OUTCOMES The students will be able to set up the net and recover into basic ready position and know how to increase movement on the court

TIME	LESSON CONTENT - ACTIVITY	TEACHING POINTS AND ORGANIZATION
	<p>Introductory Activities Safety take time to introduce students to proper safety issues and net set up. DEMO Then have students do the rest</p> <p>Warm Up - Cranes and Crows (command/practice/reciprocal)</p> <p>Demo Game</p> <p>Play for 30 secs</p> <p>Play for 30 secs keeping score</p> <p>Questions to Ask/ Reinforce Ques - Explosive push-off - Front and back - Side step Gradually increase intensity. Have students that are called walk backwards and those that are not walk forwards. Have students progress to side step What can you do to increase score? What techniques can provide success?</p>	<p>Have students sitting facing teacher and away from distraction to listen to instruction</p> <p>Teaching Points 1) Proper Net shots 2) No equipment until Nets 3) 4 students per court</p> <p><u>Cranes and Crows</u> <u>RULES</u> Set up 2 pylons 20 meters apart. Divide the class into partners. Each pair distinguishes who is the crane and who is the crow. In the middle of the pylons form 2 parallel lines, 1 of cranes and 1 of crows. Partners face each other. Teacher yells either “cranes” or “crows”. If cranes are called the crows attempt to tag the cranes before the cranes attempt to reach their respective pylon and vice versa.</p>
	Game 1v1 half court birdie toss (Practice	RULES

	<p>Style) Demo Using Comp group Question on how the demo group is successful (Guided discovery leading to teaching cues of ready position)</p> <p>Skill Development/Concept Ready Position Bring Students In Demo Ready Position</p> <p>Front and Back Court Movement Drill (Practice)</p> <p>Demo with comp group-bring in students, and back to practice quickly</p> <p><u>Ready Position Pylon</u> Each student collects a pylon which is placed within an area in the gym. All students proceed from pylon to pylon demonstrating the badminton ready position at each pylon. After a period of time take away a certain number of pylons. The object is to get as few points as possible. Gradually increase intensity (walk/jog/run).</p> <p>Back to 1V1 Half Court continuous Game (practice style)</p>	<p>1) Toss birdie over net to opponent 2) Head height lobs 3) Make Partner Move Modify by using bean bags instead of Shuttles or rackets. Increase or decrease court dimensions. Groups of three can have one player acting as coach.</p> <p>Teaching Points 1) Knees Best 2) on balls feet 3) racket head at chest level -Partners check eachothers position on ready stance, 10 each, focus on cues (reciprocal)</p> <p>-pairs go back to ½ court -1 are receiver, 2 are feeder -1 starts at center court, 2 feeds birdie to either from back of court. 1 catches or returns birdie and returns to ready position -10 throws and switch</p> <p>Modifications <u>RULES</u> 1) Get into ready position after making a shot 2) Alternate Initiate tossers (servers) 3) Score by having shuttle drop in opposite area *Students create own boundaries and restarting method to fit their skill level (toss or serve) inclusion</p>
	<p>Culminating Activity</p> <p>King/Queen of the Court (Reciprocal</p>	<p>- Groups of 3 or 4 players on each court</p>

	<p>Style/Practice Style)</p>	<ul style="list-style-type: none"> - 2 players rally while others act as coach/ref - Once player loses a point, he or she switches positions with either “off” player who in turn steps in to take on the previous winner <p>RULES</p> <ol style="list-style-type: none"> 1) Point for birdie hitting in opponents end 2) Birdie is hit head height 3) Rotate players in equally <p>Modify by either catching birdie and tossing it back or hitting it to yourself once before returning. Inc or Dec court dimensions</p>
	<p>Closure Post Questions to lead students to restate the purpose of the ready position (Guided Disc) Ex’s What made you successful at the drills and games? What positions allows players to move to all areas on the court most efficiently? What are the basic cues of the ready position? Attendance Check</p>	<ul style="list-style-type: none"> -Get Students Attention with CUE -Get students to take down net and put away all equipment -Get class to sit in front of Teach and face away from distraction -Teacher doesn’t start until class in quiet
	<p>Evaluation</p> <p>5 marks are given for participation and later assessment will be made</p>	

LESSON PLAN

UNIT

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GRADE

LESSON#

THEME

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EQUIPMENT

LEARNING OUTCOMES

.....

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TIME	LESSON CONTENT - ACTIVITY	TEACHING POINTS AND ORGANIZATION
	<p>Introductory Activities</p> <p>Set Up Equipment</p> <p><u>WarmUp: Partner Throw and Catch Using Guided Discovery</u></p> <p>Demo with Competent Pair</p> <p>-Questions students to pick out proper techniques and what causes them to obtain success in the drill? Send back out for focus on these points.</p> <p>Partners then must design a method of scoring and restarting. The thrower may progress to use fakes and trick the partner</p>	<p>Students set up equipment at the very start of previous to start of CLASS</p> <p>Students with out strip call fill out time-on-task sheet, score, or caoach</p> <p>-In partners, 1's go get a bad quadrant</p> <p>-One partner throws birdie and the other must get into proper position to catch it.</p> <p>-Catcher is LOW, Balls of Feet, Move Quick</p> <p>Modifications: Can increase or Decrease height of throw, use bean bags instead of birdies</p> <p>*can be used thru lesson</p>
	<p>Skill Development/Concept</p> <p>Half Court Singles-Back Court Rally Game</p> <p>Bring students in for demo of forehand grip (command style)</p>	<p>Partners can play against eachother in half court</p> <p>RULES</p> <p>1)Start play with Serve</p> <p>2)Obtain points by having</p>

	<p>-Have pairs check each other for proper technique (reciprocal). Then hit birdie to self 10x using grip, Use task Card</p> <p><u>Forehand Drive Drill</u></p> <p>After 3-5 mins bring students in Demo Using Competent Pair Send Students back out to perform</p> <p><u>Overhead Clear Drill (Practice Style)</u></p> <p>1) Serve receive to Overhead Clear Teacher Demos overhead clear (Command</p> <p>Two students are previously taught how to perform drill while the last drill was taking place</p> <p>Demo using three competent students, then sends class to perform</p> <p>Teacher walks around observing the Flow of the Drill</p> <p>2) Progress to Back Hand Rally Forcing opponents to either side</p> <p>Return to <u>½ court singles</u> Back Court Rally</p>	<p>birdie land in opponents back court</p> <p>TEACHING POINTS V grip, relaxed hands, index finger height</p> <p>-Partners in ½ badminton courts</p> <p>-Start at attack line and hit birdie back and forth using the proper forehand drive technique</p> <p>-A goal is made on how many shots they would like to make in a row</p> <p>-Teacher walks around and is available to provide feedback</p> <p>Modify by allowing students to begin by feeding the birdie to partner then progress to consecutive rally in possible</p> <p>Ask Students what may be the reason for using the overhead clear in a game? TO PUSH OPPONENT BACK</p> <p>Teaching Points</p> <ol style="list-style-type: none"> 1) Lead with elbow 2) Swing Fast contact is HIGH 3) Place Shot High and DEEP <p>-one partner sets up other by hitting high underhand serve from one side of the ½ court to the other</p> <p>-receiver returns each serve with an overhead clear</p> <p>-goal is to have birdie land deep over partners head</p> <p>-repeat 15-20 times the</p>
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		<p>switch</p> <p>Ask how one is able to successfully move from SIDE to SIDE (ready position!)</p>
	<p>Culminating Activity</p> <p>Class King/Queen of the Court: Singles (Practice Style)</p> <p>1V1 ½ Court</p> <p>End Each match after 5 mins then either move up or down, stay same position</p> <p>Teacher Observes</p>	<p>Four Players to a Court</p> <p>Goal of the game is to get away from the 1st court at one side of the gym labeled by winning games tied to 5 minutes</p> <p>By winning the player progresses closer to the final court</p> <p>-those who lose move down one court or stay in the same position</p> <p>-students are responsible for keeping own score</p> <p>RULES</p> <p>Get points for having the birdie drop in opponents end</p> <p>Restart with Underhand serve</p> <p>MODIFICATIONS</p> <p>Increase or decrease back and side lines, catch and toss may be substituted, use birdie or bean bag</p>
	<p>Closure</p> <p>Bring in Group</p> <p>Get all students to Put all equipment away and come and sit in front</p> <p>Question learners about teaching points for the forehand and overhead clears</p> <p>Ask purpose of using these shots in a game and how the ready position will help increase success (Guided Discovery)</p> <p>Attendance</p> <p>Collect time on task sheets (appendix)</p>	

	<p>Evaluation</p> <p>5 marks Participation and later assessment of Skills</p>	

Safety Considerations:

The following rules and guidelines will be used to create and maintain a safe environment in the gym. Although badminton is not an extremely dangerous sport there are still a number of safety concerns which must be addressed.

- 1.) No food/drink/gum will be brought into class
- 2.) Proper gym strip and footwear will be worn at all times (those without gym strip will be given a written task to perform)
- 3.) All foreign obstacles will be removed from the gym floor prior to the start of class.
- 4.) No jewellery or watches will be worn during class
- 5.) During play all shuttles will be removed from the court
- 6.) Students will carry their racquets in a responsible manner with awareness of the people around them
- 7.) Proper technique will be practiced at all times to prevent injury
- 8.) Proper warm up will be conducted for each class
- 9.) An emergency action plan and first aid kit will be available
- 10.) Equipment will be regularly checked for defect

REFERENCES

Griffin, L., Mitchell, S. & Oslin, J. (1997). *Teaching Sport Concepts and Skills: A Tactical Games Approach*. Champaign, IL: Human Kinetics.

Mosston, M. & Ashworth, S. (2002). *Teaching Physical Education* (6th Ed.) Toronto: Maxwell Macmillan.

APPENDIX

Time on Task Sheet

KEY

T = Teacher Talk M = Management/Organization S = Student Engagement

Min. 0	1	2	3	4	5	6	7	8	9	TOTAL
T										
M										
S										
<i>N O T E S</i>										

Also see website :

<http://www.uvic.ca/faculty.thopper/unitplan452/invasion2000/joamanda/management>

This time on task sheet is to be given to students who are unable to participate in the lesson for various reasons.

Long Serve

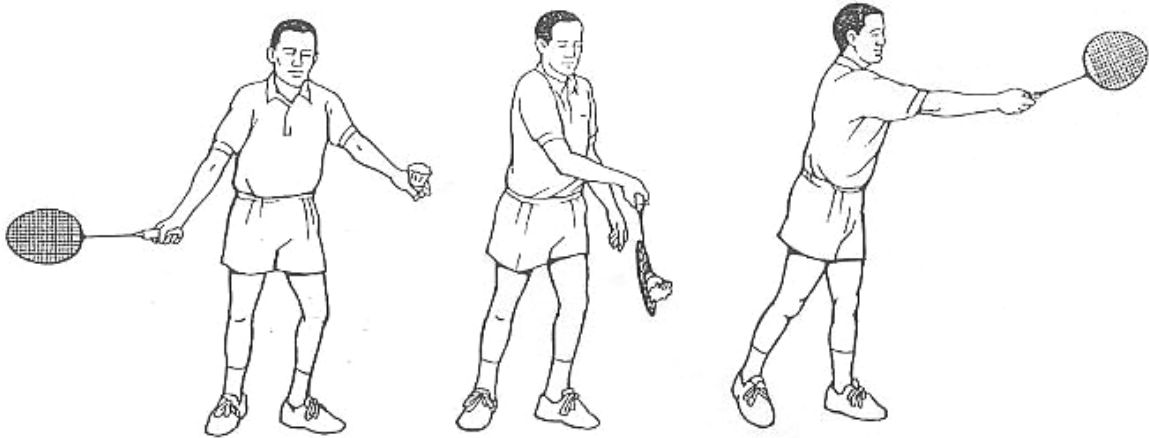


Criteria Sheet

- Side stance
- Racquet head below hand
- Cock wrist
- Hold shuttle at waist
- Shift weight forward
- Release and contact shuttle at knee height
- Snap wrist
- Follow through
- Hit shuttle high and deep

-
What is wrong with the first picture?

Short Serve



Criteria Sheet

- Side stance
- Racquet head below hand
- Cock wrist
- Hold shuttle at waist
- Shift weight forward
- Release and contact shuttle at thigh height
- Rotate hips and shoulders
- Push or guide shuttle
- Hit shuttle low and short

What cue is wrong in the first picture?

What cue is wrong in the second picture?