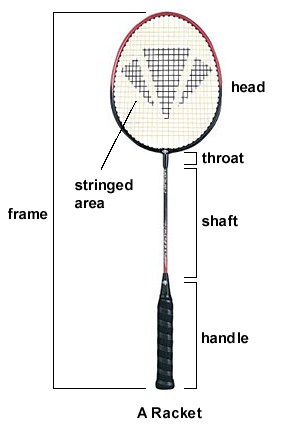
**Badminton Day One**

Grade/Subject: Physical Education 10 Unit: Badminton Lesson Duration: 90 minutes

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| **SPECIFIC OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** | **LEARNING OBJECTIVES**  (2-3, clear, and measurable)  **Students will:** | **ASSESSMENTS**  (Observations, Key Questions, Products/Performances) |
| **Demonstrate etiquette and fair play AND develop and apply practices that contribute to teamwork, identify and demonstrate positive behaviors that show respect for self and others.** | Develop badminton related skills with a partner, work in pairs positively through badminton related skills | **Observation** |
| **A10–1 apply and refine locomotor skills and concepts—effort, space and relationships—to  perform and create a variety of activities to improve personal performance** | Develop badminton skills through movement and effort, playing games and practicing to improve personal wellness and skill | **Observation** |
| **A10–5 apply and refine manipulative skills and concepts—effort, space and relationships—to**  **perform and create a variety of activities to improve personal performance** | Develop badminton related skills in different ways and situations to improve personal skill | **Observation** |
| **LEARNING RESOURCES CONSULTED** | | |
| **Resource #1: CCH documents**  **Resource #2: Alberta Program of Studies** | | |
| **MATERIALS/ EQUIPMENT/ SET UP** | | |
| * **Badminton nets and poles** * **Badminton rackets and birdies** | | |
| **PROCEDURE** | | |
| **Introduction** (10 min.)**:** | | |
| *Attention Grabber:* The kids will sit in a horseshoe shape – We are going to be doing a badminton unit to start off your PE10 class, we will be developing sills you guys have already learnt as well as acquiring new skills, and then putting them all together to play against each other. – Positive, excited, some kids will groan about badminton – You guys will be pros by the end of the week, it’ll be lots of fun and we’ll learn some new stuff. **(3 minutes)**  **Icebreaker/cooperation game** – As part of their warm up -  *Assessment of Prior Knowledge:* Can they work together, how comfortable are they with each other and in a gym setting, they all will have played badminton before.  *Connection to Curriculum:* Developing physical skills in relation to badminton, fair play and etiquette, as well as skills for badminton.  \*\**Expectations for Learning and Behavior:* working well with each other, being aware of people around you, not talking when I’m talking, following instructions, trying each skill, challenging yourself to get better.  *Advance Organizer/Agenda:* Warming up with our badminton rackets, trying various skills and learning new skills.  *Transition to Body:* Skill development through games and practice | | |
| **Body** (\_\_min.)**:** | | |
| ***Learning Activity #1:*** **Warm up** – *Assessments/Differentiation:*  *Motivation:*  ***Learning Activity #2:*** Rock paper scissors – winners go and get rackets for both people – They are not your partners though! We will then discuss grip – put your birdies on the floor beside you for now - Find your own space in the gym, hold your racket like you are shaking someone’s hand, firm grip, not too tight that you hurt them, thumb on top, fingers grasp around the handle. Look at the person next to you, how is their grip on their racket? We will label the parts of the racket – Handle, shaft and the face of the racket. We will then discuss the parts of the birdie – used to be called the shuttlecock – and how the birdie travels through the air – trajectory. **(5 minutes)**  Once we are familiar with terminology and grip we will bounce the birdie up and down on our racket – let them do this a few times on their own – then see if you can stand in one place and bounce the birdie up and down on your racket, how many times can you bounce it without dropping it, can you hit the birdie nice and high – when we stop we will talk about where the birdie hits on your racket \*\* Where is it best place to hit the birdie with your racket, on the sides of the face or in the middle? Was it easier when you hit the birdie nice and high? **(8 – 10 minutes)**  Find a partner - You guys are going to rally back and forth with your partner in your own space in the gym – I will watch them and make individual as well as group corrections – **(5 minutes)** They will high five their partner and go to a new partner – shake hands – introduce yourself even if you do know them before you start rallying. **(5 minutes)**  \*\* NETS UP – review how we put the nets up – respect the equipment, help each other to both put and take down the nets. **(5 minutes)**  *Assessments/Differentiation:* Observation of comfort and skill level, how are they interacting with each other  *Motivation:* Getting the feel for the birdie – where and how to strike it – getting used to the racket so we can further develop skills  ***Learning Activity #3:*** Once the nets are up grab a partner you have not yet been with today – introduce yourself and shake hands - you are going to rally back and forth over the net, find your own space – They will do this for a bit – you will share nets with other partners – I will watch for individual as well as group adjustments. **(5 minutes)**  Footwork – we will talk about the forward lunge towards the net – get everyone to do it where they are standing and try and do this back and forth with your partner – First your partner will just toss you the birdie just over the net so that they can really practice their lunging, they will do about ten tosses and then switch. “Your partner is going to toss you the birdie over the net, so you will lunge forward to hit it back to them, and then go back to ready position, and continue until we switch partners.” I will watch for adjustments – if a pair of students is doing a good job I will get them to demonstrate if willing. **(5 minutes)**  Then we will discuss backhand – shuffle and lunge back, how should your racket be? I will get them to do it where they are standing. High five your partner and get a new partner and practice this back hand shuffle and lunge – in the same fashion – one partner tosses to the other until we all switch. If you take extra steps for your shots instead of doing the shuffle lunge or the lunge foreword then you are wasting energy! **(5 minutes)**  Stop them – Now you can rally and add in the forward lunge and the backhand shuffle and lunge together – watch your partner – your legs should me a little tired from all our lunges – we are building up our endurance. **(10 minutes)** I will be looking for actual examples of good footwork.  \***Any Left over time and we will play half court one on one –** they will rally back and forth using half of the court as their boundaries  *Assessments/Differentiation:* Can they demonstrate a proper forehand shot and a proper backhand shot? – Show a partner or myself one of each.  *Motivation:* To further develop badminton skills | | |
| **Closure** (10 min.)**:** | | |
| *Consolidation/Assessment of Learning:* Equipment away **(5 minutes)** and back into our horseshoe shape – turn to your neighbor and tell them the parts of a badminton racket and how you hold a badminton racket – then call on a few students to tell me this. – Review of both the forward lunge and the backhand lunge – a student could demonstrate this. Discuss what we are doing following break (Rugby) – we will be learning some basic skills in rugby after break so be ready for something new!  *Feedback From Students:* Questioning – review of parts of the racket and skills learned  *Feedback To Students:* What they did well as a class  *Transition To Next Lesson:* Different kinds of shots and the court boundaries | | |



**Badminton – Day Two**

Grade/Subject: Physical Education 10 Lesson Duration: 90 min

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| **SPECIFIC OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** | **LEARNING OBJECTIVES**  (2-3, clear, and measurable)  **Students will:** | **ASSESSMENTS**  (Observations, Key Questions, Products/Performances) |
| **Demonstrate etiquette and fair play AND develop and apply practices that contribute to teamwork, identify and demonstrate positive behaviors that show respect for self and others.** | Develop badminton related skills in partners and small groups. | **Observation** |
| **A10–1 apply and refine locomotor skills and concepts—effort, space and relationships—to  perform and create a variety of activities to improve personal performance** | Play the badminton game survivor, as well as perform badminton related skills with a partner. | **Observation** |
| **A10–5 apply and refine manipulative skills and concepts—effort, space and relationships—to**  **perform and create a variety of activities to improve personal performance** | Play the badminton game survivor, as well as perform badminton related skills with a partner. | **Observation and questioning** |
| **LEARNING RESOURCES CONSULTED** | | |
| **Resource #1: Alberta Program of Studies**  **Resource #2: CCH physical education forms** | | |
| **MATERIALS/ EQUIPMENT/ SET UP** | | |
| **\* Badminton rackets/birdies/nets** | | |
| **PROCEDURE** | | |
| **Introduction** (\_\_min.)**:** | | |
| *Attention Grabber:* Line tag? To learn the dimensions? If this class would not do line tag then they can use the lines for warm up – lunging on the outer boundary, arms swings across the T zone, as we warm up we will discuss the different dimensions of badminton games depending on what you’re playing. Singles – Narrow and Long, Doubles – wide and long (except on the serve is wide and short) **(10 minutes)**  \*\*Get a partner – One partner is A (1, Apple, whatever I want), the other is B. A’s are going to get you and your partner a racket, and B’s are going to start setting up the nets. **(5 minutes)**  *Assessment of Prior Knowledge:* All of them will have done badminton before but how much do they know about skills, dimensions, and rules?  *Connection to Curriculum:* Demonstrating fair play and etiquette, developing knowledge and skills through badminton, physical wellbeing.  *Expectations for Learning and Behavior:* We are paying attention, you are respectful of your classmates, rackets are still when I’m talking, trying out new skills and putting in effort.  *Advance Organizer/Agenda:* Developing skills in order to play a badminton game – different types of shots and the dimensions of the court.  *Transition to Body:* Types of badminton shots and when to use them. | | |
| **Body** (\_\_min.)**:** | | |
| ***Learning Activity #1:*** We are going to play survivor! But first, in order to play you need to know what the overhead clear shot is:  **Overhead/Defensive Clear** has a high and deep trajectory. These badminton shots **give you more time** to return to your base and prepare for the next shot. The shuttle is hit with your racket face leaning slightly backwards.  http://www.badminton-information.com/images/1_defensive_clear.gif  Go back to your A and B partnership and practice overhead clearing back and forth to each other – I will look for individual and group adjustments – once the majority has the over head clear down all the A’s will be on one side of the court and all of the B’s on the other so we can play! **(5 minutes)**  **SURVIVOR** - This game is designed to emphasize the full motion of the overhead clear while using proper footwork to get into position. The game is setup such that the class is broken up into groups of approximately 3 or 4 with one group at the end of each court. The object of the game is for the person at the beginning of the line to hit the shuttle across the net, using a clear only (has to be in bounds), and then run to the end of their line. The first person in the opposite group does the same and players rotate through keeping the shuttle in the air as long as possible. **If the shuttle is not hit over the net or if it is hit out of bounds, the person who hit it goes to the other team**. The team with the **least amount of players** after the designated time period **wins**.  \*We will play for a bit **(3-5 minutes)** and then stop – we may play another round as a whole class or split them up into groups of four (quickly by counting and telling groups with net they are going to) Then we will play the same game but with only about four people on each side of the net – making group adjustments to form and point of contact. **(5 minutes)***Assessments/Differentiation:* Can everyone do an overhead clear in a game like situation?  *Motivation:* Having fewer players on your team – also to develop a skill for later badminton games  \*Shake hands with the opposing team from survivor  ***Learning Activity #2:*** Now instead of our overhead clear we are going to do an underhand clear – get with a partner!  Underarm Clear - is usually played from the frontcourt area to your opponent's backcourt. Whether to play it high and deep or a flatter, cross court clear will depend on the situation at that time, and your opponent's positioning on court.  ***http://www.badminton-information.com/images/underarm_clear.gif***  With your partner you two will alternate overhead clear, underhand clear, because the underhand clear should go to the back of the court for the over head clear, and then you will switch so you both get turns and both clears. We will all switch at the same time. **(6 minutes)**  \*\* Shake your partners hand and get a new partner – one partner will give you a nice high overhead clean and you are going to do a drop shot: Who knows what a drop shot is?  The point of impact is the same as it is for the overhead clear for the slow drop shot, but if you want to speed up your drop shot a little bit then the point of contact is a little bit in front of that – I will show them the difference, get them to hold up their rackets – point of impact for overhead clear AND slower drop shot (straight up) and point of impact for faster drop shot (a little in front of that). We would use this drop shot when out opponent is at the back of the court because we want the birdie to land just behind the net, there are two types of drop shots. Once your partner has given you a bunch of high overhead clears to practice we will all switch when I say.  **Fast Drop Shot** shall land in the front of your opponent's mid court area, preferably to the sides. Hit the shuttle slightly further in front of the body to produce a shallower trajectory at a faster speed. It is intended to **catch your opponent off balance** and have less time to respond.  http://www.badminton-information.com/images/4_fast_drop_shot.gif  **(10 - 12 minutes)**  We will continue to work on drop shots!  *Assessments/Differentiation:* Can students do drop shots consistently and with accuracy?  *Motivation:* Points on your opponent/developing badminton skills  ***Learning Activity #3:*** How do we start a game of Badminton? Serving – there are different types of serving in badminton, we will be practicing the short serve first with your partner, go back and forth short serving to each other, how many in a row can you get in the correct area?  **Short Serve** - This type of serve is most commonly used in doubles matches. Aim to hit the shuttle so it just clears the net and lands as close to the service line as possible, but it must touch the line at least, if it drops short it will not count. Keeping the shuttle low and short will make it very difficult for an opponent to hit an attacking return.  Unknown  I will be walking around and adjusting technique and form. **(6 minutes)**  Now we will practice a long serve:  **Long Serve** – Use this badminton serve during singles play to move your opponent as **far back in court** as possible, thus opening up his court. Be more cautious if you use this serve during doubles.  Played with a forehand underarm action. Stand two to three feet behind the short service line. Relax your body and bent your knees slightly. Lead with your non-racket leg and place your racket leg behind. Bring your racket back to almost your shoulder level then swing it forward following the rhythm of the stroke. Hold the shuttle by the feathers and let it drop slightly in front of you. Hit it with the flat face of your racket and follow through until your racket reaches the non-racket side of your head.  Unknown  **(6 minutes)**  *Assessments/Differentiation:* Can we keep track of all the different kinds of shots and serves?  *Motivation:* Developing badminton skills in order to play a competitive, skill full game. | | |
| CLOSURE | | |
| Everyone who doesn’t have a birdie grabs one and I will call out shots that we have learnt today and you will do them across the net to your partner – then you can use your partners birdie and I will call out another shot that we learned, so we can remember all the different skills we learnt today.   * Bring everyone in – next day we will learn one more type of shot and then we will play some games. * Remember these shots because you are going to be evaluated on each type of shot | | |

**Badminton – Day 3**

Grade/Subject: Physical Education Lesson Duration: 90 minutes

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| **SPECIFIC OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** | **LEARNING OBJECTIVES**  (2-3, clear, and measurable)  **Students will:** | **ASSESSMENTS**  (Observations, Key Questions, Products/Performances) |
| **Demonstrate etiquette and fair play AND develop and apply practices that contribute to teamwork, identify and demonstrate positive behaviors that show respect for self and others.** | Develop badminton related skills in partners and small groups. | **Observation - questioning** |
| **A10–1 apply and refine locomotor skills and concepts—effort, space and relationships—to  perform and create a variety of activities to improve personal performance** | Play the badminton game survivor, as well as perform badminton related skills with a partner. | **Observation - questioning** |
| **A10–5 apply and refine manipulative skills and concepts—effort, space and relationships—to**  **perform and create a variety of activities to improve personal performance** | Play the badminton game survivor, as well as perform badminton related skills with a partner. | **Observation - questioning** |
| **LEARNING RESOURCES CONSULTED** | | |
| **Resource #1: Alberta Program of Studies**  **Resource #2: CCH physical education forms** | | |
| **MATERIALS/ EQUIPMENT/ SET UP** | | |
| **Badminton rackets/birdies/nets** | | |
| **PROCEDURE** | | |
| **Introduction** (\_\_min.)**:** | | |
| *Attention Grabber:* WARM UP –  \*NETS UP  *Assessment of Prior Knowledge:* How much do we remember from last day?  *Connection to Curriculum:* Developing badminton related skills and developing teamwork  *Expectations for Learning and Behavior:* Paying attention when I’m talking, working together in games and drills, putting in effort.  *Advance Organizer/Agenda:* Learning the smash and playing games.  *Transition to Body:* Developing badminton skills | | |
| **Body** (\_\_min.)**:** | | |
| ***Learning Activity #1:*** \* we are evaluating you guys on your different types of shots tomorrow using a tarp, you will be graded based on where your shots go. First there is one more shot to learn! Arguably the best/most fun shot in badminton, the smash. You are going to find a partner and set your partner up for a smash, and then we will switch as a group.  **Smash** - The smash is a shot hit with **power and speed** downward to your opponent's court. The angle and the steepness of the shuttle's trajectory will make it hard for your opponent to retrieve.  Contact the shuttle further in front of your body than the clear or the drop shot. The best point of contact is located somewhere above the central area of your racket.  You can also **jump and smash the shuttle** at the same time to generate more power and create a steeper angle for the shot. This will give your opponent even lesser time to react. As this is a more advance shot, master the normal badminton smash first before taking on any jumping smash.  The feeling of being able to smash powerfully and kill off a point is really great. But try not to get carried away. As the badminton smash requires a lot of energy, use it only when the opportunity arises. For example, a weak clear from your opponent to your midcourt area. Do not tire yourself out unnecessarily.    **(7 minutes)***Assessments/Differentiation:* Can students perform proper technique of a smash?  *Motivation:* personal improvement, physical wellness, and competition in a badminton game, evaluation.  ***Learning Activity #2:*** Show me all of the different shots we have learned – in groups (Smash, Long serve, short serve, underhand clear, overhand clear, drop shot, can also do: forehand, and back hand. Groups of 3 or 4 – they can pick) – each group has one specific type of shot that they have demonstrate to the class – when it’s used, how you do it and what it’s called, and demonstrate it. Each group will have one minute to present their shot, after five minutes to prepare. **(20 minutes)**  *Assessments/Differentiation:* Can they perform the different types of shots that we learnt  *Motivation:*  ***Learning Activity #3:*** We will then review the boundaries of play for doubles – wide and long – except off the serve it’s short – pick your badminton partner now and your challengers – so you start the game off with a serve and you guys can rally back and forth – **when do you get a point?** When the other team doesn’t get the birdie over, or the birdie goes out without you touching it, or if your shot doesn’t make it into the area of play.  Stop them – How many of you have used a smash? A drop shot? – You and your partner are now going to find a new partnership to challenge, and I want you to try and do some drop shots, do some backhand shots, some clears and some smashes. –**WHAT DO YOU PLAY TO?**  **\*NETS AWAY**  *Assessments/Differentiation:* Can they apply the skills they have learned in previous classes to a game?  *Motivation:* Developing personal performance | | |
| **Closure** (10 min.)**:** | | |
| *Consolidation/Assessment of Learning:* Horseshoe – stretching – talking about their games – Explaining tomorrow’s evaluation, any questions?  *Feedback From Students:* What they thought of today –What is their favorite shot to do?  *Feedback To Students:* What I saw from them.  *Transition To Next Lesson:* Next block is indoor games – and we will play rugby outside next week! | | |

**Badminton – Day 4**

Grade/Subject: Physical Education 10 Lesson Duration: 90 minutes

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| **SPECIFIC OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** | **LEARNING OBJECTIVES**  (2-3, clear, and measurable)  **Students will:** | **ASSESSMENTS**  (Observations, Key Questions, Products/Performances) |
| **Demonstrate etiquette and fair play AND develop and apply practices that contribute to teamwork, identify and demonstrate positive behaviors that show respect for self and others.** | Work in partners and peer evaluate badminton related skills | **Observations – Peer Evaluation** |
| **A10–1 apply and refine locomotor skills and concepts—effort, space and relationships—to  perform and create a variety of activities to improve personal performance** | Perform a skills test measuring accuracy of badminton shots and serves. | **Observation – Peer Evaluation** |
| **A10–5 apply and refine manipulative skills and concepts—effort, space and relationships—to**  **perform and create a variety of activities to improve personal performance** | Perform a skills test measuring badminton related skills | **Peer Evaluation** |
| **LEARNING RESOURCES CONSULTED** | | |
| **Resource #1: CCH Physical Education documents**  **Resource #2: PE Program of Studies** | | |
| **MATERIALS/ EQUIPMENT/ SET UP** | | |
| * **Badminton rackets/birdies/nets** * **Peer Evaluation forms** | | |
| **PROCEDURE** | | |
| **Introduction** (\_\_min.)**:** | | |
| *Attention Grabber:*  WARM UP –  Rock paper scissors – winner get to attempt Badminton tricks - Trying to pick up the birdie with the racket and catching it like you are cradling it.  \*NETS UP – TARPS out – I will help set up tarps with the kids  *Assessment of Prior Knowledge:* Can they remember which shots we have learned and how to do them correctly?  *Connection to Curriculum:* Demonstrating teamwork/leadership as well as performance improvement  *Expectations for Learning and Behavior:* Practicing our specific shots so that when we are evaluated we get a true measure of your skills, honestly on your peer evaluations.  *Advance Organizer/Agenda:* Tarp evaluations  *Transition to Body:* Performing/demonstrating specific shots | | |
| **Body** (\_\_min.)**:** | | |
| ***Learning Activity #1:*** Before we Practice shots with their partner, with the tarps – we will all go over how the tarps work for grading for each shot – questioning – for a drop shot where would we want the birdie to land?  The tarps will be out so they know where they need to aim for – each net will be set up for a different type of shot and you can go around to that court and try that shot. – You will have lots of time to practice before you are evaluated – practice every type of shot – ONCE YOU START YOUR SHOTS TO BE EVALUATED YOU CAN’T START OVER – if you mess up a shot you can’t re do it (one free re do?). If you guys don’t get 100% on your shots that’s okay – but you have had lots of practice so you guys will do awesome.  After **(10 – 15 minutes)** of practice we will stop and I will hand out the evaluation sheets.*Assessments/Differentiation:* Can they preform each shot correctly?  *Motivation:* Preparing for skill testing and performance improvement  ***Learning Activity #2:*** Evaluate each other – we will all come in and go over the evaluation sheets – how they work and what you are going to fill in for your partner – they need to get everything filled out correctly before the end of class, you can do it in whatever order you want. They will have as much time as they need to complete their shots.  *Assessments/Differentiation:* Filling out peer evaluation forms  *Motivation:* Day grade and Unit grade  ***Learning Activity #3:*** Play for the remaining time if you are done – you can try and play singles or doubles – your choice review of dimensions for each. | | |
| **Closure** (5 min.)**:** | | |
| *Consolidation/Assessment of Learning:* Horseshoe – turn to your neighbor – what was your favorite part of you badminton experience? Then I will as a few of the kids what they thought, and how their skill testing went. Put your hand up if you feel like you could confidently go and play a game of badminton. **(5 minutes)**  *Feedback From Students:* What did they get from the badminton lesson?  *Feedback To Students:* What I saw – what I thought of the badminton unit  *Transition To Next Lesson:* Something new. | | |